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ABSTRACT

In order to meet the primary goal of providing students in the public elementary and secondary schools of Mississippi with a career-centered curriculum, these objectives were developed: (1) to develop and integrate career education activities into the curriculum; (2) to include guidance, placement, and follow-up programs; (3) to provide students with salable skills or college preparation; and (4) to establish a local planning and evaluation program. A sequential approach features innovative teaching techniques, such as job simulations, which utilize role playing, resource speakers, occupational songs and games, and self-awareness activities. Also included are skill training programs in nine specific occupational areas, an open-ended continuing education program, and both general and specific career exploration activities. Inservice teacher training programs, a school-community public relation program, decision-making activities, and the fused curriculum increased student interest, motivation, and program relevance. Continuation of the program was recommended. Extensive resource materials are included, as well as various suggestions for program improvement. (AG)

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FINAL REPORT

Implementing a Career-Centered Curriculum in the Public Schools of Mississippi

Conducted Under
Part C of Public Law 90-576

James K. Morris
Mississippi State Board for Vocational Education
P. O. Box 771
Jackson, Mississippi 39205

August, 1972

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The project reported herein was performed utilizing funds made available through the Mississippi State Board for Vocational and Technical Education from the state board's share of Part C funds. Project directors undertaking such projects under Government and State Board Sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent either official State Board or Office of Education position or policy.

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TABLE OF CONTENTS

		Page
	SUMMARY	1
I.	STATEMENT OF THE PROBLEM	4
II.	GOALS AND OBJECTIVES OF THE PROJECT	4
III.	PROJECT DESIGN AND PROCEDURES	5
IV.	RESULTS AND ACCOMPLISHMENTS OF THE PROJECT	6
V.	CONCLUSIONS AND RECOMMENDATIONS	7
VI.	APPENDICES	8
	Appendix A - Responsibilities of Personnel	8
	Appendix B - Career-Centered Curriculum Workshop Handbook	14
	Appendix C - Samples of Career Activities	57
	Appendix D - Field Trip Information Form	89
	Appendix E - Survey Instruments	91
	Appendix F - Evaluation Questionnaire	96
	Appendix G - Materials	105

SUMMARY

Period Covered: July 1, 1971 through May 31, 1972

Goals and Objectives of Project:

The primary goal of the Career-Centered Curriculum is to provide all students in grades one through twelve with a curriculum which will meet their needs in their career development.

The following objectives were developed to meet the primary goal of the project:

(1) To develop and implement a career-centered education program as an integral part of the curriculum.

(2) To incorporate into this curriculum a program of guidance, placement, and follow-up that will be available to all students and prospective students in grades one through twelve.

(3) To provide in-school students with career education that will develop a salable skill or preparation to enter college.

(4) To establish a program of local planning and evaluation.

Procedures:

The design adopted for implementing the Career-Centered Curriculum views the student's total school experience as being preparatory for entry into the world of work. The design capitalizes on the traditional curriculum enriching it through the addition of career activities and information.

The structure of the Career-Centered Curriculum is divided into four stages which are sequential in nature. These are the awareness, exploration, preparation, and continuing education stages. Initial exposure in career education is at a broad, general level but narrows itself to intensified study of specific careers eventually leading to career selection, preparation, and entry.

The Career-Centered Curriculum must be viewed as a process as well as a curriculum design. The process begins with elementary students investigating a wide range of occupations. It is from this broad base that selections for more detailed explorations will be made.

Techniques are employed that make career awareness both enjoyable and informative. Some methods used for importing career awareness are occupational games, songs, guest speakers from the community, and job simulations utilizing role playing.

The junior high school years are devoted to exploring the world of work. Students are provided with opportunities to investigate their interests and abilities, to undertake a study of careers, and to participate in career related experiences.

The preparation stage is focused in the high school grades. Preparation is accomplished in various ways utilizing ongoing programs. For the student whose career choice requires a baccalaureate degree, assistance is provided in the selection of proper courses that will lead to entrance into college.

Students who desire to enter the working world after high school can enroll in a vocational education program to receive training. These programs include agriculture, automobile mechanics, building trades, cooperative education, consumer home economics, general metal trades, industrial drafting, industrial electricity, and office occupations.

The program for continuing education exists for those no longer enrolled in regular school programs who desire to learn new skills or update skills they already have. Training programs are essentially the same in the continuing education stage as they are in the preparation stage. Structurally, programs are open-ended in order to allow trainees to enter at any time and exit upon achievement of a certain level of competency.

Results and Accomplishments:

Thirteen new professional level positions were inaugurated to implement the project. Throughout the year, all personnel were engaged in in-service training programs which facilitated the development of the project. The training programs for teachers resulted in the development of career activities to be used in conjunction with existing curriculum materials.

An intensive public relations program was conducted during the year and resulted in a strengthening of the tie between the school and community. Many community members and businesses became actively involved in the Career-Centered Curriculum.

Because of the career education project, students are able to more accurately appraise and accept their own abilities, aptitudes, and interests and have a deeper sociological and psychological readiness for entering the world of work. Exposure to a number of career opportunities, which will help students determine areas of interest, has resulted in a greater appreciation for all socially useful work. Having been involved in decision making activities, students have learned that choice affects outcome.

The fusion of subject matter with career activities and information has aided the teachers in their presentations. Interest, motivation, and relevance are the results of the fusion.

Conclusions and Recommendations:

Conclusions and recommendations are as follows:

(1) The Career-Centered Curriculum should be introduced to other school systems.

(2) Provisions should be made for continued teacher in-service training and re-training.

(3) Quarterly joint project staff meetings should be conducted by the State Department of Education.

(4) Teacher training programs should be reorganized to include career education philosophy and techniques of implementation.

(5) Funds should be made available for equipment, resource personnel, visitations to other projects, and transportation.

I. Statement of the Problem

The Career-Centered Curriculum views the student's total school experience as preparation for life, especially his working life. The supposition underlying the career-centered concept is that people need certain skills in order to succeed in life, namely: (1) sociological skills to participate in community, state, and national affairs; (2) psychological skills to achieve self-awareness and to develop personal qualities that characterize the effective worker; and (3) occupational skills that lead to career efficiency.

The basic intention of education is to prepare students to live fruitful and rewarding lives; however, many students exit from the schools of America ill-prepared for living in our complex society. Traditionally, emphasis was placed on preparing students for college and responsibilities to the non-college bound student were somewhat neglected. The need for a change from the traditional to a curriculum emphasizing preparation for life is supported by the following statements taken from professional publications:

(1) The school drop-out rate increases by three-quarters of a million people per year.

(2) Colleges and universities are currently graduating more students than there are jobs for these graduates.

(3) Unemployment and underemployment are major problems. (Unemployment among teenagers is approximately five times higher than it is for adults).

(4) In 1970, only about one student out of six was enrolled in occupational education.

(5) Approximately 2.5 million students exit from the formal education system each year without adequate career preparation.

Career development will take place regardless of the attention it receives. If left to its own course, career development often leads to undesirable ends. It is evident that students need assistance in this area of their lives. The Career-Centered Curriculum is designed to offer this necessary assistance.

II. Goals and Objectives of the Project

The primary goal of the Career-Centered Curriculum is to provide all students in grades one through twelve with a curriculum which will meet their needs in their career development. The following objecives were developed to meet the goal of the project:

(1) To develop and implement a career-centered education program as an integral part of the curriculum.

(2) To incorporate into this curriculum a program of guidance, placement, and follow-up that will be available to all students and prospective students in grades one through twelve.

(3) To provide in-school students with career education that will develop a salable skill or preparation to enter college.

(4) To establish a program of local planning and evaluation.

III. Project Design and Procedures

The design of the project implies action. Progressing through the Career-Centered Curriculum, students are active in expanding awareness, investigating, and preparing. The four states encompassed by this design are awareness, exploration, preparation, and continuing education.

Elementary pupils generally have a limited understanding and knowledge of the world of work. Their encounters with occupations are often limited to their immediate surroundings. The awareness stage has its function the broadening of career horizons. Pupils begin by surveying careers found in the home and then expand their study to include the neighborhood, community, state, and nation.

The exploration stage, focused at the junior high school level, emphasizes investigation of careers. Hands-on-experiences and work simulations receive special attention. Career information alone is not enough background for decision making, but information combined with experiences in job tasks found in various careers provide an excellent base for career selection. Knowledge of self is deemed equally necessary in the decision making process. With the aid of guidance personnel, students examine their abilities, aptitudes, and interests as related to the requirements of careers.

Having progressed through periods of awareness and exploration, students enter the preparation stage of their career development. Students who desire technical skill training enroll in one of the vocational training programs, and those selecting a career requiring a baccalaureate degree enter the college preparatory course of study.

The fourth segment of the Career-Centered Curriculum is continuing education. People who have exited from school are afforded the opportunity of returning to learn new skills or upgrading existing skills.

The procedure followed throughout the Career-Centered Curriculum was one of integrating career activities and information into the existing classroom proceedings. Three coordinators were selected at each of the four school systems under the project. Their responsibilities were to assist teachers in developing activities and gathering information to be implemented.

Methods and techniques varied according to the differing stages. Career games, role playing, field trips, audio-visuals, career books, and community resource persons were employed in presentations. Students were provided with activities that showed relationships between school and work. To initiate and facilitate an exploration of self, aptitude and interest inventories were administered and interpreted to students.

Counseling, an important aspect of the total program, is especially important at the preparation stage, for it is at this time that students must be placed in the proper curriculum to meet their career objectives. Students have the option of vocational training programs or the college preparatory curriculum. Course offerings in vocational training include the following:

(1) automobile mechanics
(2) building trades
(3) business and office
(4) industrial drafting
(5) industrial electricity
(6) machine trades
(7) agriculture
(8) agricultural mechanics
(9) commercial cooking
(10) cooperative education
(11) distributive education
(12) home economics

Placement services are available for students exiting from the Career-Centered Curriculum. Guidance personnel assist students in entering work or college.

IV. Results and Accomplishments of the Project

The operation of the Career-Centered Curriculum for the first year has produced the following results and accomplishments:

(1) Three new professional positions were created at each of the four systems within the project.

(2) Teachers are more aware of their role in career development.

(3) The public has become more aware of career education in Mississippi.

(4) Students are able to more accurately appraise their own abilities, aptitudes, and interests and have a deeper sociological and psychological readiness for entering the world of work.

(5) Students have been provided with opportunities to make decisions, therefore, learning that choice affects outcome.

(6) The fusion of career activities and information has added relevance, interest, and motivation to each subject area.

(7) Closer ties with local communities have been established resulting from community participation in the Career-Centered Curriculum.

(8) Additions in course offerings have been made to better meet the needs of students.

(9) Career activities have been developed that can be used in other career education programs.

(10) Strategies and materials for the in-service training of teachers have been formulated.

V. Conclusions and Recommendations

(1) The Career-Centered Curriculum project has proven successful in its first year of operation and it is, therefore, recommended that it be continued.

(2) It is recommended that the Career-Centered concept be introduced to other school systems.

(3) Public relations activities inherent in the project should be continued.

(4) Curriculum guides should be developed and distributed.

(5) In-service training programs should be continued.

(6) Quarterly meetings of all Career-Centered Curriculum coordinators should be held for the purpose of discussing problems and sharing findings.

(7) Visitations to other career projects should be undertaken.

(8) Teacher training institutions should reorganize courses to include career education philosophy and techniques of implementation.

RESPONSIBILITIES OF PERSONNEL

APPENDIX A

RESPONSIBILITY OF THE ADMINISTRATOR IN THE CAREER EDUCATION PROGRAM

(The Leadership Function)

1. Sponsoring a preliminary survey of existing school services, facilities, and resources to determine the school's readiness for a career education program.

2. Getting assistance from specialists regarding techniques of initiating a career education program.

3. Discussing budgetary requirements of the career education program with the board of education.

4. Planning preliminary meetings of the school staff to discuss approaches to establishing a career program.

5. Selecting an advisory committee which is acceptable to the faculty and community.

6. Cooperating with this committee in determining a plan of action.

7. Providing sufficient time so that the plan of action can be carried out.

8. Selecting staff members who are interested, capable and qualified.

(The Support Function)

1. Providing suitable space and facilities for housing the staff and materials.

2. Arranging in-service education activities for staff members.

3. Encouraging staff members to secure additional knowledge about career education through college courses, on-site visits to programs already in existence, and reading professional publications.

4. Encouraging constant evaluation of the program and supporting changes that seem to be necessary as a result of such evaluation.

5. Encouraging members of the teaching staff to participate fully in carrying out career activities within the framework of their own classes.

6. Continuously interpreting the career education program to the community.

RESPONSIBILITIES OF THE CAREER DIRECTOR

1. Assume the leadership for implementing career education concepts into the curriculum.

2. Informing the administration how the concepts and objectives of the career centered curriculum are being carried out.

3. Maintaining good public relations.

4. Submitting progress reports to the state project director.

5. Assisting career coordinators in implementing the program in their respective segments of the program.

6. Arrange and coordinate career education inservice training.

7. Supervising the budget.

8. Supervising the ordering of materials.

RESPONSIBILITIES OF CAREER COORDINATOR

1. Cooperating with teachers in an effort to provide worthwhile activities of a career-centered nature which would add revelance to the academic program of study.

2. Coordinating career activities to prevent duplication.

3. Developing a time schedule in cooperation with each teacher whereby a planning session can be held on some regular basis.

4. Acting as a consultant upon whom the teachers may call for suggested career related activities.

5. Providing a prolific source of career materials through a well organized career resource center.

6. Surveying local career resources and arranging for utilization of these.

7. Acting as a source of referral for teachers who determine a definite area of career interest which needs to be explored by any one student or a group of students.

8. Maintaining a personal file on all career-centered curriculum students.

9. Working closely with the guidance counselor in administering tests for the purpose of self-analysis.

10. Keeping written records of career related instructional procedures being used in the classroom.

11. Assisting in conducting career education inservice training.

12. Communicating to the career educator how the concepts and objectives of the career-centered curriculum are being carried out in their respective segments of the program.

RESPONSIBILITIES OF THE TEACHER

1. Making every effort to understand the values and purposes of the program.

2. Cooperating with the administration and career staff in carrying out policies considered essential to the development of career education.

3. Exchanging information with colleagues that would be helpful in meeting the objectives of the program, and which would help students make a better personal, social, or educational adjustment.

4. Observing pupils in various activities in and out of the classroom, noting their patterns of behavior in group situations and becoming aware of their interests, attitudes, values, work habits, etc.

5. Recording behavior which they feel is a significant indication of career choice to be filed for future reference during career counseling.

6. Instilling proper attitudes toward work and study.

7. Giving pupils individual assistance in making desirable social adjustments.

8. Becoming aware of careers related to the subject areas taught.

9. Creating methods of relating to and incorporating career information into subjects taught.

10. Creating in the students an awareness of possible careers in which they will be involved in the future.

11. Co-operating with career-coordinators in planning career related activities to be implemented in the classroom.

12. Providing information that will help students to make appropriate educational and vocational choices.

13. Communicating to the career-coordinator how the concepts and objectives of the career-centered curriculum are being carried out.

14. Referring students who show definite interests in specific career areas to the career coordinator and/or counselor for additional information.

RESPONSIBILITIES OF THE COUNSELOR

1. Gathering data on students through a variety of tools and techniques such as interviewing, testing, case conferences, etc., which would serve as a future reference in the career development process.

2. Coordinating this data and supervising its maintenance through cumulative records.

3. Counseling with pupils concerning education and career plans.

4. Collecting, organizing, and maintaining information of an educational, vocational, or environmental nature.

5. Presenting this information to pupils through assemblies, homeroom programs, career conferences, college days, and other group procedures.

6. Assisting in career in-service education of all staff members.

7. Serving in a public-relations capacity by maintaining close work relationships with various community agencies.

CAREER-CENTERED CURRICULUM WORKSHOP HANDBOOK

APPENDIX B

C A R E E R C E N T E R E D C U R R I C U L U M

W O R K S H O P H A N D B O O K

New Albany City Schools
New Albany, Mississippi

Dalton Anthony
Director

Mrs. Mary Childers
Elementary Coordinator

Mrs. Betty Bagwell
Middle School Coordinator

CAREER-CENTERED CURRICULUM WORKSHOP
NEW ALBANY CITY SCHOOLS
NEW ALBANY, MISSISSIPPI
AUGUST 23 - 24, 1971

Purpose:

To develop career oriented activities to be fused into the present curriculum.

Objectives:

While participating in this workshop, teachers will:

1. Work in subject area groups and/or teams to develop sequential topics of study.

2. Study present curricular materials, (i.e. basal readers, adopted texts, audio-visual aids, career development materials, and other resource material), and develop activities which may be used to teach career development concepts.

3. List appropriate resource material to be used.

RATIONAL FOR CAREER-CENTERED CURRICULUM

There is an urgent need today to bring the public school curriculum into a closer alignment with the real world which millions of youths must face. We need in our public schools a kind of curriculum that properly relates academic subject matter to real life concerns. In short, the public school curriculum should be career oriented. This suggests the need for a marriage of general education and career education. We all are trying to assist the youth whom we teach to become individuals who find satisfaction in living with themselves while at the same time being profitable to society.

A person's career is probably the most important activity of his life style. It influences or even determines most of the other activities in his life. For example, it helps determine where he will live, the kind of home and family he will have, the kind of social and even political activities he will be involved in, and finally, the kind of people with whom he will associate.

The career oriented curriculum in the public school will tie what is taught to the goals of students in such a way that they will be motivated while they are in school, and will better equip them to choose from many alternatives as they take the next step after high school. It is important that students be adequately prepared to take that step, whether it be on-the-job training apprenticeship, junior college, or four-year college.

The intent of the career-centered curriculum is to provide students from grades one through twelve with curricular offerings which become more meaningful and purposeful through practical individual experiences which meet their personal needs and help them to establish aims and goals. Thus, students relate subject matter to the career development process.

Simulated work experiences, the sociological and psychological factors of work, the economics of work, self-exploratory experiences, and occupational information should be incorporated into the curriculum. These inclusions should motivate students through recognition of relevancy of school work to future life goals and simultaneously provide students with a background that will lead to a wise career choice.

The career-centered curriculum is not a panacea for all of our educational ills. It does, however, offer a practical approach that makes educational experience relevant to the needs of youth and relates the school program to what is going on in life.

RESPONSIBILITIES OF CAREER COORDINATOR

1. To cooperate with teachers in an effort to provide worthwhile activities of a career-centered nature which would add relevance to the academic program of study.

2. To coordinate the activities of the school in the field of career orientation to prevent duplication.

3. To develop a time schedule in cooperation with each teacher whereby a planning session can be held on some regular basis.

4. To provide tentative concepts and objectives upon which the teachers may build their own specific programs.

5. To act as a consultant upon whom the teachers may call for suggested activities.

6. To provide a prolific source of career information through a well organized career resource media.

7. To survey local career opportunities and arrange for utilizing these in experiences in the classroom.

8. To act as a source of referral for teachers who determine a definite area of career interest which needs to be explored by any one student or a group of students.

9. To maintain a personal file on all career-centered curriculum students.

10. To work closely with the guidance counselor in administering tests for the purpose of self-analysis.

RESPONSIBILITIES OF THE TEACHER

1. To become aware of the career areas related to the subject areas taught.

2. To create methods for relating to and incorporating career information into subjects taught.

3. To create in the students an awareness of possible careers in which they will be involved in the future.

4. To refer students who become interested in careers to the career coordinator or counselor for additional information.

5. To cooperate with career-coordinator in setting up a time for planning on some regular basis.

6. To give students career pamphlets and information whenever available.

7. To aid the career-coordinator in compiling bits of information and work samples relevant to future career choices, to become a part of the student's career center file.

8. To communicate to the career-coordinator how the concepts and objectives of the career-centered curriculum are being carried out.

E L E M E N T A R Y S C H O O L S

(Concepts, Objectives & Suggested Activities)

Mrs. Mary Childers
Coordinator

CONCEPTS

Primary, Part I

1. School develops behaviors and skills needed for the world of work.
2. People earn livings in many ways.
3. The neighborhood needs many workers.
4. There is dignity and honor associated with well performed serviceable work and for the individual who performs it.
5. Certain careers require specific abilities on different "know how."
6. People have the potential for success in a number of careers.
7. Work has always been necessary to and expected and admired by society.

OBJECTIVES

1. Teach and develop behaviors and skills needed for the world of work:
   - A. Acceptance and respect for self and others
   - B. Dependability
   - C. Responsibility
   - D. Cooperation
   - E. Ability to make decisions
   - F. The practice of habits of good grooming, common courtesies, and social amenities
   - G. Enjoyment of work and play
   - H. Motor Skills
   - I. Math skills
   - J. Language skills
   - K. Alertness (listening)

2. To introduce the world of work

   A. School family careers:

      1. Teacher
      2. Special teacher
      3. Teacher aide
      4. Librarian
      5. Principal
      6. Secretary
      7. Career coordinator
      8. Bus driver
      9. Cafeteria worker
      10. Maid
      11. Janitor
      12. Health nurse
      13. Delivery man (milk, food for cafeteria, school supplies, etc.)

   B. Family job tasks within the home

   C. Family careers outside the home

3. To show the relationship between the different neighborhood workers and the goods and services they provide, and also, the inter-relationship of many neighborhood jobs.

4. To dignify the importance of all honest work

5. To begin to develop an awareness that people differ in abilities, skills, and interests

6. To develop the idea that people work for different reasons

7. To develop the idea that work is necessary for survival and progress

CONCEPTS

Primary, Part II

1. School develops behaviors and skills needed for the world of work.
2. People earn livings in many ways.
3. The community needs many workers.
4. The extended community (selected world communities) needs many workers.
5. There is dignity and honor associated with well performed serviceable work and for the individual who performs it.
6. Certain careers require specific abilities on different "know how."
7. People have the potential for success in a number of careers.

OBJECTIVES

1. Teach and develop behaviors and skills needed for the world of work:
   - A. Acceptance and respect for self and others
   - B. Dependability
   - C. Responsibility
   - D. Cooperation
   - E. Ability to make decisions
   - F. The practice of habits of good grooming, common courtesies, and social amenities
   - G. Enjoyment of work and play
   - H. Motor skills
   - I. Math
   - J. Language skills
   - K. Alertness (listening)

2. To introduce the world of work:

   A. School family careers:

      1. Teacher
      2. Special teacher
      3. Teacher aide
      4. Librarian
      5. Principal
      6. Secretary
      7. Career coordinator
      8. Bus driver
      9. Cafeteria worker
      10. Maid
      11. Janitor
      12. Health nurse
      13. Delivery man (milk, food for cafeteria, school supplies, etc.)

   B. Family job tasks within the home.

   C. Family careers outside the home.

3. To show the relationship between the different community workers and the goods and services they provide, and also, the inter-relationship of many community jobs.

4. To show the relationship between geographical location and work and career opportunities.

5. To dignify the importance of all honest work.

6. To begin to develop an awareness that people differ in abilities, skills, and interests

7. To develop the idea that people work for different reasons.

CONCEPTS

Intermediate, Fourth Year

1. Geographical location affects career opportunities.
2. Facts about careers come from many sources and experiences.
3. Attitudes, values, interests and activities affect career choice.
4. We learn about self from family, peers, and others.

OBJECTIVES

1. To develop the relationship that exists between geography and types of work through a review of the home, school, neighborhood, and community (New Albany) and a study of the extended community (Mississippi and selected countries with dissimilar geographic features).
2. To show the relationship that exists between what is learned in all the curriculum areas of school and experiences in everyday living and preparation for career choice, through planned activities and experiences or through incidental teaching as the occasion may arise.
3. To instill the importance of continually growing in self-knowledge and development as preparation for future career selection.
4. To develop the realization that we can better understand and assess ourselves as we observe the manner in which our family, peers, and others react to us and by our everyday relationship with these people.

CONCEPTS

Intermediate, Fifth Year

1. People must make choices and solve problems.

2. Geographical location influences career opportunities.

3. Advances in knowledge affects careers.

4. Education and training affect career choices.

5. Jobs and skills can be related to different school subjects.

6. Self-knowledge, attitudes, values, interests, and activities as well as liabilities are important to the decision-making process.

7. Work and preparation for career choice is necessary for personal happiness and independence and the good of society.

OBJECTIVES

1. To develop an understanding that the progress and development of our country has been based largely on the ability of the explorers, the settlers, the colonists, and its citizens throughout its history, to make wise choices and to solve problems effectively.

2. To develop an understanding of how and why different geographic locations and conditions affect job and career opportunities, through a study of the different regions of the United States.

3. To create an awareness that as advances in knowledge occur jobs change in responsibility and requirements or may even become obsolete as new careers come into being.

4. To develop the realization that careers require both general and specific education and certain definite skills, and that it is important to find out about the kinds of skills and education necessary to qualify for certain job areas.

5. To provide the opportunity within the school curriculum for the acquirement of skills necessary to fully contribute to or participate in the world of work commensurate with abilities and interests.

6. To continue to give the child an opportunity to develop a

positive concept of self:

A. Grow in ability to understand self as an individual who is unique and different from other individuals.

B. Grown in ability to understand his own feelings and the feelings of others in the environment.

C. Recognize problem areas and develop skills to cope with problems.

D. Recognize and accept limitations which cannot be changed.

E. Develop ways to cope with and overcome those limitations which can be changed.

F. Grow in development of independent analysis of needs.

7. To help students learn to value the dignity and importance of all types of work and skills that contribute to the positive overall welfare of our society.

SUGGESTED PROCEDURES, TECHNIQUES,
EXPERIENCES, AND ACTIVITIES

Primary, Part II

Man's Relationship to His Environment

A. Orientation to School

B. Where Do I Live?

1. My Community
2. My Family's Role in the Community

1. From the very beginning, when giving instructions or making explanations, stress the importance of establishing good listening habits and being alert because "it is not only important for knowing what to do now, but will also be very important in your life's work in the future."

2. At every possible opportunity, explain to and remind students that one of the most important reasons for attending school is to prepare for their future career, and all the skills and behaviors learned in school are in preparation for this.

3. Make name tags and select students who have attended your school already to serve as guides. These tags could be made during art, language arts, or social studies periods.

4. Have the students make drawings to illustrate desired behavior in the various areas of the school, as work areas, playground, corridors, cafeteria, auditorium, etc. This activity would lend itself well to art, language arts, or social studies.

5. As school personnel are introduced to the students, study the different careers they represent by inviting them to talk informally about their jobs with the students.

6. Allow rotating groups of students to dramatize desired behavior in various school areas, while the other students serve as the audience. Involve every child in at least one dramatization.

7. Draw up a team constitution. Get suggestions from homerooms and let a committee combine them.

8. Assign school tasks to all children and stress the importance of the responsibility that each child has and how important it is that he live up to his responsibility, for his own personal satisfaction in

having done his job well and for the well being of himself and others--others are depending on him. Rotate assignments so that each child can have the responsibility of as many tasks as possible.

9. After several weeks of school have a discussion of the different school tasks in which each child, that desires to do so, is allowed to tell about the tasks that he likes best and why, if he knows. This could be a very important self-analysis experience.

10. Have each child find out all he can about the careers (including that of homemaker) of his parents and report orally to his classmates and/or invite his parents to school to talk about their work. If parents come to school in this capacity, they should be asked to wear their work uniform or the kind of clothes they usually wear to work. The following outlines could be used for student reports on parent talks:

Parent

I. Statement of career and description of job tasks and responsibilities

II. Why I Work

A. Support family
B. Supplement family income
C. Personal satisfaction
D. Service or goods provided community or extended community

III. Other careers in the community that my job depends on, and other careers that depend on my job

IV. What I like best about my work

V. Training and education required for my job

Student

I. What my mother/father is

II. What he/she does at work

III. Why she/he works

IV. How her/his job helps people

V. The kind of training she/he had to have to do her/his job

11. If the parents of your students do not represent all the careers in the community invite others who are representatives of as many

of the remaining careers as possible, following the suggestions for activity 10.

12. When students report on the careers of their parents, allow them to wear a costume uniform or clothes of the type their parents wear to work. Costume uniforms could be a project for art class--policeman's cap, fireman's hat, cook's hat, etc.; or these could be borrowed from the parents.

13. Help to dignify all types of work by the attitude you display toward and the recognition you give to all careers discussed or studied.

14. In music class sing happy, lively songs about work in general and different kinds of work.

15. Allow free, independent reading about different careers, in library books or stories in supplementary readers.

16. Read stories about work and different community careers to the children.

17. Have students ask their parents how they use math in their everyday life and in their work and report orally to their class.

18. Have students to ask their parents how knowing how to read and write and speak well, helps (or would help) them in their job.

19. In teaching math, use as many story problems involving real life situations as possible. Whenever practical, allow students to make up their own problems or to use math to solve actual problems that arise in the classroom or at home.

20. Have a hobby show. Encourage each child to bring his collection or collections to school and/or tell about some of his favorite activities (Things I Like to Do Best). In discussing the exhibits and different activities, point out the fact that people like to do different things because while people are alike in many ways, in other ways, they are very different. Also, point up the fact that people can and like to do many different kinds of things. This activity can be used in speech, reading, language arts, art, and health.

21. In music class, ask those who have special musical talents to present a recital for the rest of the class.

22. As a spelling activity, have each child learn to spell his parents' occupations, as industrial sewing machine operator, lawyer, utility lineman, minister, plumber, nurse, doctor, truck driver, professional cook, maid, heavy equipment operator, garbage collector, etc.

23. Study good grooming habits in health science by discussing and allowing the children to dramatize The Way We Get Ready to Come to School.

24. As a basis for developing good manners, discuss The Golden Rule. Then, under your direction allow the children to dramatize the use of good manners in a number of social situations. Examples: table manners at home and at school; standing in line at water fountains, in the cafeteria, and at the movie theater; making introductions, taking turns, walking on the right; holding doors open for those behind; covering your mouth when you sneeze and cough, whispering in quiet areas, etc. This would be a good activity for speech, language arts, or social studies.

25. In physical education, discuss and make posters representing good eating habits, enough sleep, enough physical exercise through work and play, etc.

NEW ALBANY

Fourth Year Students

I. Location
II. History
III. Life in New Albany Today and Long Ago
IV. Government
V. Comparison with Other Communities
VI. Important Events

1. Ask the students whose parents work in New Albany, Union County, or immediate surrounding area, to invite their parents to come to school and tell about their work and training and skills required for it. They should come dressed for work and should relate how our geographical location, climate, natural resources, and natural and man-made features, such as the river, lakes, highways, and railroads affect their job, if this is relative.

2. Let the children make a bulletin board with the title Careers of Our Parents. Suggest they use illustrations, pictures, or photographs with captions such as: Nurse, Becky's mother, Bill's mother. Change the board every few days and use it long enough to display the career of every child's parents. This could be a team wide or class activity.

3. List the kinds of goods and services provided by our downtown area and the careers connected with these.

4. List the goods provided by the country area surrounding the town of New Albany and the careers connected with these.

5. Discuss the growth of shopping centers in New Albany and the new jobs created by this.

6. Discuss how the workers of New Albany and the workers of Union County are interdependent.

7. Ask the children whose families have lived in the area for a long time, to try to find out when their ancestors came here and what kinds of work they did. During a class discussion, relate the hard work of ancestors and early settlers to progress.

8. During a study of shelter today in New Albany, (a) discuss the duties of workers who build houses, (b) ask representatives of the different building careers to come to school in work clothes and discuss the responsibilities of and the training and skills required

for their jobs - carpenters, carpenter's helpers, brick masons, etc. Ask these people to especially explain how they use math in their work, (c) visit a house construction site to allow children to observe these workers on the job.

9. Try to take field trips to observe at least one occupation representative of every parent on your team, especially those occupations your students are least familiar with.

10. Make a spelling list of all the different career names of all the parents of children on your team. If the list proves to be long, several assignments may be taken from it.

11. Draw a mural to show a house raising, quilting party, corn husking, and other activities of the settlers of New Albany. Use this as a springboard for a discussion of how people long ago worked together. Then, discuss some ways people in New Albany today work together for their common good.

12. Discuss how our need for food creates jobs for many people. Make a list and/or display of food related careers.

13. Ask representatives of food related careers to come to school in their work clothes, to talk with the students.

14. Take the class to a local supermarket to not the many places our food comes from and the different workers in the market.

15. Have the students find where the food they had for breakfast was grown or produced and the workers involved in its preparation.

16. Ask a student to interview the Public Health Inspector about the responsibilities of his job and the preparation required for it. It would be good to have this interview taped, if the party involved is agreeable.

17. List all the factories in our area that make clothing and the articles of clothing made in each. Arrange for samples to be shown in the classroom. Visit one of these factories.

18. Discuss the effect on the economy of New Albany that the clothing factories exert.

19. Discuss and/or make a display concerning the different careers created by the production and distribution of clothing--farmers, processors, designers, pattern cutters, industrial sewing machine operators, tailors, promoters, fashion models, advertizing, buyers, retailers, sales clerks, etc.

20. Ask Gayle Kirkpatrick, New York fashion designer from New Albany or his mother to come to school to discuss his career and show some of his designs.

21. Collect and display brochures from the clothing factories in the area.

22. Discuss the interdependence of New Albany and the rest of the world. Make a list of all the jobs in New Albany and the goods and services they provide.

23. Make a collection of items made in different factories and plants in New Albany. Arrange these in a display. Articles too large for display can be represented by pictures or photographs.

24. Read stories about pioneer people and their work. Discuss why fewer people can produce more than in days of long ago.

25. Make a bulletin board and toy display showing modes of travel available in New Albany. Then, ask a bus driver, truck driver, train engineer, and an airplane pilot to visit the class in work clothes and talk with the students about their jobs--skills, and education needed, responsibilities, etc.

26. Ask persons who represent newspapers, radio, television, magazines, and the telephone company to come to school and discuss career opportunities in each area of communication. This would be a good activity for either language arts or social studies.

27. In physical education (a) discuss how recreation and rest from work are necessary to renew strength and interests of workers, (b) discuss how we must learn to make wise choices for using leisure time, (c) discuss how people have more time today because of labor saving equipment, (d) make a list of places in New Albany where people can go for recreation, (e) discuss ways that girls and boys can help take care of recreational facilities, and (f) learn a new game to teach to your physical education group at school.

28. In physical education list some pioneer activities that were fun as well as work. Suggest to the students that they get their family to cooperate, and instead of watching T.V., plan and carry out some family activity, as pioneers did. If they are successful ask them to share their experience with their classmates. The latter part of this activity could be used for a speech class.

29. In language arts, have the children write a story about some type to pioneer family recreation, such as a house raising, quilting bee, or spelling bee.

30. List workers in each of our community institutions--schools, churches, library, banks, and hospital. Ask a representative of each institution to come to school to discuss their duties and qualifications.

31. Visit the banks and ask somebody there to explain to the students the services they provide other than saving our money.

32. Invite representatives of city and county government to come to school to explain their responsibilities and qualifications. Set up a team government. Elect a mayor, council, etc.

33. In language arts, have the students write stories about the work of firemen and policemen.

34. Allow students to illustrate stories written about careers and work in art classes.

35. Allow students to write a song about work in New Albany, under the direction of and help of the music teacher.

36. In health/science read stories that promote a good self image, foster an understanding of self and others, stress the importance of good grooming and good health habits, and encourage good manners.

37. List the health related careers in New Albany and ask some of these people to come to school to talk to the children.

HUMAN VALUES, RIGHTS, AND RESPONSIBILITIES

INTERMEDIATE FIFTH YEAR STUDENTS

I. Values
II. Rights
III. Responsibilities
IV. Our Flag
V. Pledge
VI. Our National Anthem
VII. The Statue of Liberty
VIII. American Patriots
IX. Historic Places
X. Patriotic Holidays
XI. Government
XII. Our Capitol City

1. Point up the importance of each class member by presenting a hobby and talent show. Before, after, and during the show discuss the importance of each class member and how the likenesses and differences of people make our school and country more interesting. This activity could be used in all areas of the curriculum.

2. Make a class or team bulletin board and table display illustrating the hobbies and talents of some famous women and men who have made outstanding contributions to our country. Allow the students the responsibility of deciding which persons will be displayed. A committee could present a slate of names from which the class could select four or five out of ten by secret ballot. This would be a good election year activity. It would be well for the candidates to be presented a week in advance so that the class members would have time to do some research that would enable them to make a wise choice.

3. Stress the importance of group endeavors, in which people cooperate to attain a common goal, by making a bulletin board to illustrate the various contributions to a project. Example: The recent moon flight, Apollo XV--scientists, design and construction engineers, astronauts, ground controllers, tracking engineers, recovery personnel, etc.

4. During any group or committee project, find some contribution that each member can make to the overall project. Recognize and brag on the different talents of the students, and continue to discuss how the many and different talents of people makes life more interesting and better.

5. Invite the parents of the students in any class to come to school (one at a time), as soon as possible, to tell the students about their careers, wearing their work clothes. At the conclusion of each informal talk, allow students to ask questions.

"Plant" these questions with the students:

1. How has what you learned in school helped you in your work?
2. How do you use math in your work?
3. Do you need to know how to read on your job?
4. Are good grooming and good manners important for your job?
5. Do you need good health to do your work well?
6. What scientific knowledge or inventions do you use in your work?
7. Does an appreciation of art, music, and literature help you (or would it help) enjoy your leisure time more, and therefore make you a healthier and happier worker?
8. Do you think an appreciation of the fine arts helps you to enjoy and better understand people?

These questions could be submitted to the parents ahead of time, giving them time to collect their thoughts.

6. Hold a class or group discussion around the theme, "What My Country Would be Like if Everyone in It Were Just Like Me."

7. Keep a scrapbook of articles and pictures illustrating that people must respect the rights of others.

8. During a study of human rights, use a study of the elections, to point up the importance of decision making and wise choices based on careful study of information and the responsibility attached to the right to vote. This activity could culminate in a mock election.

9. Write a paragraph in language arts on the title, "Every Individual is Important."

10. Discuss the importance of every student having the best education to suit his needs possible, so he can become a happy, self-supporting, contributing member of our country.

11. Read "The American Creed" by William Tyler Page to the students--reading, language arts, social studies.

12. In math, use as many reading and classroom situation problems as is practical.

13. In health/science, stress good grooming.

14. In each area of the curriculum whenever the occasion may arise, discuss career opportunities that pertain to that particular area. Examples: Art--Commercial Artist, Interior Designer; Physical Education--Physical Education Instructor, Professional Baseball Player; Music--Professional Singer, Bank Instructor; Health/Science--Dietician, Astronaut; Math--Accountant, Civil Engineer; Language Arts--Lawyer, Television Announcer; Social Studies--Senator, Welfare Worker.

15. During a study of the agreements made between countries, how countries work together, and the United Nations, allow a few of the students to find out what the duties and responsibilities of an ambassador is and the preparation needed for this type career?

16. During a study of our flag and/or making a U. S. Flag in art, read about Betsy Ross and discuss how her work has contributed to our country.

17. When studying The Pledge of Allegience, discuss one of the important meanings of liberty--the right to make our own personal decision about the career we will choose, according to our interests, abilities and preparation.

18. In music, sing and study "The Star Spangled Banner," and bring out the fact that when Francis Scott Key wrote this song, he was working--work which made a contribution to our country. This presents an excellent opportunity to remind students that work takes many forms.

19. Study the design of the Statue of Liberty in art and use this as a take-off on a study of the different design careers--industrial designers, architect, interior designer, fashion designer, etc.

20. In reading, language arts, or social studies read about these famous Americans: Christopher Columbus, Benjamin Franklin, George Washington, Abraham Lincoln, Sam Houston, Henry Ford, John F. Kennedy, George Washington Carver.
Report orally on the work they did to contribute to the well being of our country.

21. Make a list of well-known people who have come from our state and the work they did to contribute to our country.

22. Make a list of famous people who are living today and the work they are doing to contribute to our country.

23. Learn the Preamble to the Constitution and discuss how the dignity of the individual is brought out in it.

24. In language arts write a theme on "What I Might Like to Be When I Grow Up."

25. Report on Pierre Charles L' Enfant in language arts. In art, study architecture as a career.

26. In math discuss how an architect uses math in his work.

27. Read about the building of the White House.

M I D D L E S C H O O L

A N D

H I G H S C H O O L

(Concepts, Objectives & Suggested Activities)

Mrs. Betty Bagwell
Middle School Coordinator

Dalton Anthony
High School Coordinator

CONCEPTS

GRADES 6 - 8

1. Positive attitudes toward all types of socially useful work are important.

2. Awareness of careers within the community, state, and nation is important.

3. Individual differences suit people for different careers.

4. Training requirements for skilled workers have increased and is an on-going process.

5. Jobs are classified according to responsibilities required, and these responsibilities change as needs demand.

6. Career choice is not necessarily final.

7. Career knowledge and self-knowledge (and the relationship that exists between the two) are essential in making wise career choices.

8. Long range career planning in broad fields can develop at an early age and help determine a suitable approach for further study.

9. Career choice affects life style.

ELEMENTARY CAREER MATERIALS

Community Helpers at Work--An activity kit providing learning experiences to help develop an understanding of activities associated with four specific community helpers--fireman, policeman, mailman and postman.

Community Helpers--Complete, colorful, ready-to-post bulletin board.

Members of the Family--Flannel board set of realistic illustrations of all members of the family, plus friends; includes work cards for optional use.

People We Know--Set of 12 - 11" X 17" pictures: librarian, fireman, dentist, doctor/nurse, milkman, buthcer, teacher/principal, repairman, postman, barber, check-out clerk, policeman.

Community Worker Inlay Puzzles--grocer, fireman, postman, policeman, dentist, nurse.

Community Helpers--Full color posters, showing community workers in daily work: Crossing Guard, Dentist, Teacher, City Bus Driver, Druggist, Poultry Farmer, Carpenter, Telephone Lineman.

The Family--Bulletin board aid. Includes eight members of the family, two girls, two boys, mother, father, grandmother, grandfather.

Community Helpers--Bulletin board aid. Six community helpers in full color, policeman, fireman, postman, milkman, nurse and bus driver.

Transportation Bulletin board aid-- Colorful prints of train, tugboat, helicoptor, airplane, oceanliner, truck, bus, subway, bicycle, automobile.

Farm Yard--Colorful farm yard prints for bulletin board display.

The Negro Family--Mother and father, two boys and two girls. Bulletin board aid.

At the Farm--Set of five pictures. 35" X 22" general farm scene, plus four 22" X 17" pictures: feeding pigs, gathering eggs, grazing cows, harvesting crops.

The Farm--Flannel board set. Includes farm buildings, crops, machinery, farm family.

The Negro Family--Flannel board set. Provides room settings and props for recreating family scenes in the home, store, and outdoors. Illustrates these members of the family: mother, father, sisters, brothers, baby, aunt, uncle, and grandparents.

Community Helpers--Colorful flannel board cutouts, illustrating fifteen community helpers, such as teacher, judge, fireman, doctor, policeman, scoutmaster, etc.

Community Workers--Flannel board set of over fifteen community workers, such as delivery man, telephone, lineman, bus driver, milkman, sales clerk, barber, plumber, etc.

Me, Myself, and I--A simple elementary course presenting the basic principles of psychology. Records and filmstrips: Who Am I? Why Do My Feelings Change? What Can I Do About It? How Can I Improve Myself? What About Other People?, and Where Do We Go From Here?

Workers for the Public Welfare--Nine filmstrips: Police and Police Protection, Fire and Fire Fighters, The Post Office and Postal Workers, Education and the Teacher, The Library and The Librarian, Social Service and the Social Worker, and Sanitation and Health Workers, Transportation and Transportation Workers, and Recreation, Park and Playground Workers.

Some Neighborhood Helpers--Nine filmstrips: The Neighborhood Doctor, The Neighbor Nurse, The Neighborhood Pharmacist, The Neighborhood Opotomertrist, The Neighborhood Barber, The Neighborhood Beautician, The Neighborhood Newspaper Store, The Automobile Service Station, and the Neighborhood Fish Store.

Where Our Daddies Work--one filmstrip.

Our Neighborhood Workers--Nine filmstrips and cassette tapes: The Baker, The Dairyman, The Shoemaker, The Tailor, Our Neighborhood Laundry, The Butcher, The Banker, The Watcher and Jewler, and the Fruit and Vegetable Store.

Your Neighborhood--The World--Teacher's manuals, filmstrips and records; At Home, At School, The Farm, The Neighborhood, and The Community.

Fathers Work--Six filmstrips: My Dad is a Carpenter, My Dad is a Moving Man, My Dad Works in a Shoe Store, My Dad Works in a Factory, My Dad Works in a Supermarket, and My Dad Works in a Service Station.

Mothers Work, Too--Six filmstrips: My Mother is a Waitress, My Mother is a Dental Assistant, My Mother Works in a Bank, My Mother Works in an Office, My Mother Works in a Drug Store, and My Mother Works at Home.

Good Morning Mrs. Miller Record. Courtesy, responsibility, listening, and safety for primary children. Interesting response type games and storeis help students develop habits that will remain with them for a lifetime.

Remembering, Being Yourself, Anger, New Things, Seasons, The Little Drummer Boy--Record for Rhythms, songs, skills.

Distance, The Dark, Measuring Odds and Evens, Feeling Shy, Helping. Record for rhythems, songs, and skills.

Manners, Guessing Sounds, Families, Safety, Funny Sounds, and Tastes--Record for rhythems, songs, and skills.

Peabody Language Development Kit, Level I--Appropriate for mental ages 4 1/2 to 6 1/2. No reading or writing required and no seat work involved.

OBJECTIVES

1. To reemphasize the attitude that a career cannot be classified as good or bad depending on the type of work done and the amount of training necessary.

2. To create within the student a realization that an individual's attitude toward his own career can affect his success in that career.

3. To review career opportunities in the local community.

4. To study careers that are available in other areas of Mississippi.

5. To create a general awareness of career opportunities in the United States according to different regions.

6. To help students realize that each person possesses some characteristics which are common to many people; but he also possesses many characteristics which make him a unique individual.

7. To help the student understand that not all people are suited to the same type career.

8. To arouse within each student a desire for self-exploration.

9. To instill in the students the fact that the number of jobs that require technical training have greatly increased in the last two decades.

10. To help students understand that in any career, training or continuous learning is an endless process.

11. To impress upon the students the fact that jobs for those with specialized training are in more demand than those requiring little or no training.

12. To help the student understand that careers fall into categories according to the type of work done and that careers within these categories are classified according to responsibilities required.

13. To provide experiences for students to see first hand how careers are classified according to responsibilities.

14. To provide situations whereby students can witness a change in career classification of a person because his responsibilities have of necessity changed.

15. To inform the students that in an average lifetime a person changes careers five times and that the major reason for this is lack of meaningful self-analysis and lack of opportunities to explore many career choices before entering the world of work.

16. To develop the idea that some people are suited to more than one career and could find success in any of several career choices.

17. To provide numerous activities which will permit the studentsto explore as many career choices as possible.

18. To make the student aware of the fact that there are many facets of a career to be considered in order to avoid hasty decisions.

19. To provide some means of meaningful self-analysis to each student whereby he can evaluate his interests, aptitudes, and achievements in relation to the career choices to which he is exposed.

20. To provide personal referral for students who have a broad insight into their career futures so that more intensive study and advice may be sought through the counselor, career coordinator, or other sources in the community.

21. To provide opportunities for students to observe people in several different careers and contrast the effect their career has on their life style.

22. To show that careers affect many phases of one's life patterns.

23. To emphasize that different people are suited to different life styles just as they are suited to different careers.

SUGGESTED PROCEDURES, TECHNIQUES, EXPERIENCES, & ACTIVITIES

Any Subject Area: Make a bulletin board using pictures of people involved in many types of careers. Discuss how each career contributes to society. (The careers could be general or those that apply to a particular subject area.)

Any Subject Area: Point out that it has only been approximately 10 - 15 years that it is necessary to have a degree in order to teach school, and that courses must be taken continually to keep a license up to date. (Requirements change and learning is an ongoing process.)

English: Reports on careers available in our community, our state, or a particular area of the United States.

Debate: Need for (certain career) in our city.

Make a study of careers involved in the printing of a newspaper. This could be done as a research project or discussion in class with the use of briefs, tapes, etc. Better still, visit a printing office to learn what jobs are involved and then simulate these jobs in class and "print" a newspaper of career choices. (Point out that as subscriptions increase, demand on each persons time will increase, thereby, creating new jobs).

Research papers on personalities such as Ben Franklin or Thomas Jefferson who was successful in several careers. (Or more current personalities)

Social Studies: In Miss. History, as different areas of the state are studied, the students could write to the Chamber of Commerce or Development Associations to secure information about careers available in that area. This should be followed up with a study of the specific careers through the use of tapes, briefs, filmstrips, etc. available from your career information center.

In a study of the Industrial Revolution, do a "take off" on the invention of the cotton gin. This could involve a visit to a local compress (or gin) where arrangements might be made for the students to actually help gin a bale of cotton. Trace the cotton back to its original source, picking up career possibilities on the way: e.g., truck driver, cotton picker, crop duster, cotton farmer, seed dealer, wholesaler, etc. (Or you could go in the other direction and follow the cotton to a finished product).

Man Learning to Live with Man: Have persons of contrasting careers visit class and let students ask questions about such things as: amount of time spent at home, where they live, how long they have lived in that place, civic clubs and organizations to which they belong, number of children, etc. Contrasts might be discussed such as: persons in business for themselves tend to remain in one place longer, people in political positions tend to be more active in civic work, factory workers have more time with their families than those in managerial positions. This should be preceded by a study of career briefs, etc. before each person visits class in order to stimulate discussion.

Mathematics: Reasoning or Word Problems: Some find it easier to work math if it is in numerical form rather than reasoning word problems. Point out careers which would involve each of these, such as cashier, clerical worker who is required to do simple machine operations. (Machines could be brought into class for hands-on experience). In contrast, accountant, computer programmer, all types of engineers.

Industrial Arts: Visit a local factory which is involved in training programs for its employees. (Training is an ongoing process).

Science: Space Exploration: Point out the impact Sputnik had on the fields of science and mathematics, and study some of the careers which emphasis has been placed upon since that time. A field trip to Red Stone Arsenal would be invaluable. (Should be planned well in advance).

Home Economics: Grooming & Clothing: Emphasis could be placed on how one feels about his appearance might influence his attitude toward himself. Have beautician, cosmetician, fashion expert, etc. visit classes and explain their jobs and the role they play in self-image.

Any Subject Area: Students may be referred to counselor or career coordinator to make further studies in broad areas of interest to him. Arrangements could be made by these people for additional activities as the need arises. (The number of students who develop this degree of interest should be, or normally would be, very limited in the middle school grades).

CONCEPTS
GRADES 9 - 12

1. As careers change one must adapt to these changes.

2. Career education or training is a continuous process.

3. Attitudes of respect for employers and fellow employees is necessary.

4. An important relationship exists between high school courses and one's life work.

5. Knowledge of techniques used in applying and securing a job is essential.

6. Students should be in a position to formulate general areas of career interests based on career information and self-analysis.

7. Based on general areas of interest, tentative plans can be made for future education or training.

8. The respect of all careers is important.

9. The imparting of career information through the subject areas is a necessary function of the school.

10. A first hand knowledge of people in particular careers could prove valuable.

11. Actual student participation in a job could help a student become more familiar with certain careers.

12. The wise use of leisure time leads to fulfillment of self in a rapidly changing, technological society.

OBJECTIVES
GRADES 9 - 12

1. To acquaint students with changes in careers as brought about by new knowledge, economic conditions and other situations which may arise.

2. To make the student aware that additional education and re-training are essential in some of today's careers.

3. To develop attitudes of respect and cooperation for one's career and the people with whom you work.

4. To point out how high school courses can prepare the student for a career.

5. To instruct the students in the specific details for securing a job.

6. To assist the student in every way possible to find out about careers in which he is particularly interested.

7. To refer students to the counselor for information concerning schools, colleges, and other training programs.

8. To develop a realistic attitude toward the dignity of all work and workers.

9. To inform the students what careers are available with relation to particular high school subjects.

10. To include in the student's educational experience contact with workers on the job.

11. To simulate work experiences as a means of career exploration.

12. To be able to use leisure time wisely and pursue those activities in depth which are in keeping with his interests and abilities.

SUGGESTED PROCEDURES, TECHNIQUES, EXPERIENCES & ACTIVITIES

English: Why Study English: "Why should I study English? I'm going to be a plumber. What good will it be to me? I'll be using my hands most of the time anyway." Many a student has argued that way to himself as an excuse for not learning the correct way of speaking and writing the English language; but it is a false argument, as many former students have learned to their dismay, for it does pay the manual laborer as well as the salesman to study English to know how to speak and write correctly. In the course of a busy day a plumber or most any occupation directly involves the use of English.

In English a study of how to use the telephone directory, keep address books, file, use correct letter form, use banking forms, write checks and send a telegram could be included. Most individuals need a knowledge of the above items.

Proper attitude towards one's work, employer, and fellow employees could be discussed.

The interview and letter of application are important items with reference to using English on the job.

English classes could interview their fathers, mothers, and other employed relatives to learn their reasons for choosing a particular career. The results could be tabulated and discussed to see what factors might influence what a person does for a living.

History: Problems of an Industrial Nation: A discussion of the technological and economic changes with reference to the demand for skilled workers, higher wages, improvement of working conditions, formation of unions and strikes and boycotts lends itself to a career discussion.

All of the above are still present today in industry. Students could be required to bring in current events clippings from newspapers or magazines or give oral reports concerning the relationship the above mentioned things have on many different careers in our economic society today. The changes brought about by technological advances have created new jobs and eliminated some as well. The idea of training and re-training can be brought in here.

The agricultural revolution can be discussed with reference to our present scientific methods of agricultural research. Thousands of careers are available in the field of agriculture because means of production and machines have become more numerous and more complex. Also, some areas of agricultural work have been eliminated.

Different methods of transportation and the careers available in this area can be brought into a discussion.

The psychological and sociological aspects of an individual's life could be discussed with relation to particular careers.

Students could interview teachers, policemen, and auto mechanics in the community. They asked each person what led him to enter his particular career. Tabulations could be compared for the three kinds of careers.

In a high school American History class time could be spent in learning about the development of division of labor in the U. S. from revolutionary times until the present.

Students could interview parents and neighbors about the number of different addresses they have had since leaving school and how many times the move had been due to changes in jobs.

Have students interview adults in the community, prepare a list of questions concerning how the individual came to his present occupation.

Government: A general statement of the unlimited employment opportunities with local, state, and national governments could be included in the introductory comments about government.

How to seek and find employment in state civil service would be valuable.

How to seek and find employment in national civil service could be included.

Almost every topic in a government book is closely connected with hundreds of occupations. As a regular part of the class lecture or discussion, these careers could be included. If possible, invite some local area governmental employees to talk to the students.

This is a partial list of careers available in the Government Service:

U. S. Postal Service
Federal Bureau of Investigation
National Park Service
Fish and Wildlife Service
Bureau of Mines
Bureau of Indian Affairs
Tennessee Valley Authority
Agricultural Research Service
Soil Conservation Service
Rural Electrification Administration
Farmers Home Administration
Consumer & Marketing Service
Bureau of the Census
National Bureau of Standards
Patent Office
Maritime Administration
Bureau of Labor Statistics
The Women's Bureau
Social Security Administration
Public Health Service
Office of Education
Federal Housing Administration
Federal Transportation Safety Board
Federal Aviation Administration
Federal Highway Administration
Federal Railroad Administration
U. S. Coast Guard

If you would like to have information on any of the preceding, please notify the career coordinator well in advance. Governmental agencies are usually good about sending material, but it does take several days.

Speech: How to Research Material for a Speech: Have your students prepare a speech encouraging a particular industry to build a plant in New Albany. Find out what type skills will be needed in the new industry. Find out what new job areas will develop. Perhaps a good approach would be to contact some already established industry and find out how they went about getting started in New Albany, and how they went about getting their employees.

Topics on Radio and Television speech lend themselves to several activities. For students particularly interested in radio or T V broadcasting visit the local radio station or a radio or T V station in the area. This will give the students an opportunity to talk directly with radio and T V commentators. The commentators will be able to tell the students how they got started and what training is necessary. If a visit is not possible, perhpas someone could visit the school to discuss radio and T V speech with the students. Although not directly a part of the speech program, the other jobs in the radio and T V industry, such as engineers, could be mentioned.

Set up a simulated radio or T V talk show with student participants.

Dramatics lends itself to many possible career choices. If a school play is presented, this could be an excellent opportunity to bring out the many careers open in the theatrical business, lighting technicians, sound technicians, etc.

A speech class could interview a random number of adults, asking each one about his work and level of education and how the latter influenced his career development. To see what affect education had upon career development could be valuable to young people in various stages of career planning.

Maroon and White Staff: Members of this staff could interview members of the preceding graduation class to see who is employed in community and to see what colleges others are attending. This information could be published in the school newspaper.

Home Economics: Most any unit in a home economics course lends itself to relating career information. A unit on clothing, for example, brings up the careers of fashion design, pattern making, chemists, and hundreds of others.

A unit on food would lend itself to study such occupations as dieticians, commercial cook, etc.

Mathematics: A group of high school math students could study the decision making process. They could begin by examining advertisements with a view to investigating the nature of proof. This could lead to the study of other logical principals. Finally each student could attempt to develop a reasoned career choice. Each could note critical points at which logic and problem solving techniques were difficult to career choice.

Students will be given problems in math which necessitate demonstrating the ability to compute percentages with regard to "mark-up" prices from wholesale cost to retail price.

Students will demonstrate knowledge of the inventory process through activities involving a simulated grocery store arranged in the classroom.

Students will assume the role of cashier using a cash register to demonstrate the ability to make correct change in real money exchange for purchases made by other students' role playing as customers.

Students will be presented written problems to complete demonstrate correct adding order.

Students will demonstrate knowledge of wise buying in quantity by means of their choice of items which are marked 3/$1.00 or 35¢ each.

Science: Show how the scientific method might be used in making a particular career choice.

Have students clip help wanted advertisements from a big city newspaper or contact some corporation in some field of science. Discuss the importance of scientific occupations in national and international affairs.

Ask a representative of one of the local health services to speak to the class on the applications of science in his field.

The microscope has unlimited uses in almost every area of science.

Business Education: Most any area of study in a business education class lends itself to possible careers. Business teachers have for years been relating their subjects to real life situations.

Any Area: Students could indicate their major school and out-of-school interests. They could also indicate the kind of experience they had with each interest. A discussion could follow as to how experience or the lack of experience could affect career choice.

EXAMPLES OF CAREER TITLES ACCORDING TO SUBJECT AREA

English

Bookbinder
Compositor
Proofreader
Reporter
Switchboard Operator
Receptionist
Employment Agency Interviewer
Secretary
Radio & T. V. Announcer
Librarian
Industrial Relations Worker
Teacher
Speech & Hearing Clinician
Counselor
Composers and Arrangers
Writer
Translators & Interpreters
Advertising Copywriter
Editor
Literary Agent

Science

(General)
Engineer
Agricultural Research Worker
Biophysicist
Broadcast Technician
Civil Engineer
Dental Hygienist
Forest Technician
Horticulturist
Industrial Electronics Technician
Microbiologist
Nurse
Oceanographer
Part Naturalist
Pharmacist
Radio & Television Technician
Sanitary Engineer
Science Teacher
Wildlife Specialist
Zoologist

(Biology)
Botanist
Zoologist
Anatamist
Pathologist
Physiologist
Geneticist
Microbiologist

(Chemistry)
Organic Chemist
Biochemist
Inorganic Chemist
Physical Chemist
Analytical Chemist
Chemical Technician
Chemical Engineer

(Physics)
Atomic & Subatomic Physicist
Solid State Physicist
Optical Physicist
Acoustical Physicist
Astrophysicist
Chemical Physicist
Plasma Physicist
Physics Technician

(Environmental Science)
Ecologist
Geologist
Geophysicist
Paleontologist
Meteorologist
Oceanographer

Mathematics

Bank Clerks
Bookkeeper
Construction Laborer
Data Processing Machine Operator
Technicians, General
Draftsman
Electrician
Engineers, General
Office Machine Operator
Architect
Accountant
Surveyor
Credit Clerk
Bank Teller
Insurance Agent
Musician
Designers, General
City Planner

Social Studies

Airline Stewardess
Announcer, Radio & T. V.
City Managers & Planners
Civil Service Workers, Federal
Cooperative Extension Service Workers
Criminologist
Customs Worker
FBI Agent
Foreign Service Worker
Geographer
Historian
Import & Export Workers
Internal Revenue Agent
Judge
Parole & Probation Worker
Police & Policewoman
Religious Vocations
Teacher
Translators & Interpreters
Travel Agency Worker

Business Education

Accountants
Bank Workers
Bank Officers
Correspondence Clerks
Addressing Machine Operator
Airline Ticket Agent
Checker
Cashier
Retail Clerk
Credit Manager
Bank Teller
Bookkeeper
Farm Manager
Travel Agent
Wholesale Salesman
Room Clerk
PBX Operator
Foreign Service Worker
Internal Revenue Agent
Typist
Business Teacher
Bookkeeping Machine Operator
Buyer
Key Punch Operator
Stenographer
Secretary

Home Economics

Cooks & Chefs
Cooperative Extension Service Worker
Custom Tailors & Dressmakers
Interior Designer
Dietitian
Dress Designer
Food Technologist
Model
Patternmaker
Waiters & Waitresses
Home Economics Teachers
Nutritionist
Agricultural Extension Worker
Kindergarten & Nursery School Teacher

Industrial Arts

Arc Welding Machine Operator
Automobile Body Designer
Automotive Careers, General
Building Construction
Cabinetmaker
Diesel Mechanic
Draftsman
Electrical Careers
Lathe Operator
Lenotype Operator
Machine Tool Operator
Metal Patternmaker
Forge Shop Occupations
Garment Cutter
Industrial Truck Operator
Petroleum Production Occupations
Printing Careers
Refrigeration Mechanic
Sheet Metal Worker
Woodworking Careers

Art

Architects
Automotive Designer
Cartoonist
Fashion Designer
Florist
Engraver
Industrial Designer
Landscape Architect
Patternmaker
Furniture Designer
Scene Designer
Art Teacher Sculptor
Commercial Artist
Cartographer
Display Workers
Drafting
Medical Artist

Speech

Radio Announcer
Television Announcer
Broadcast Technician
Disk Jockey
Motion Picture Director
Motion Picture Producer
Film Editor
Actor
Actress
Motion Picture Projectionist
Playwright
Programmer
Public Relation Worker
Radio & T. V. Time Salesman
Reporter
Speech & Hearing Therapist
Translators & Interpreters

Health

Biophysicist
Food & Drug Inspector
Geneticist
Lifesaving Jobs
Nurse
Medical Technologist
Ophthalmologist
Physical Therapist
Veterinarian
X-Ray Technologist
Physician
Nutritionist
Physical Education Teacher
Psychiatric Social Worker
Radioation Monitor
Safety Engineer
Orthodonist
Recreation Director

Physical Education

Physical Education Teacher
Coach
Recreation Director
Camp Counselor
Rehabilitation Counselor
Y.M.C.A. Professional Worker
Physical Therapist
Professional Athelete
Choreographer
Playground Supervisor

SAMPLES OF CAREER ACTIVITIES

APPENDIX C

GRADE OR LEVEL 2 AREA OF WORK: Study of Neighborhood and Community

TOPIC OR UNIT OF STUDY	PROCEDURES	RESOURCES AND MATERIALS	RELATED CAREERS
Language Arts I. English Vacation is Fun	1. Let children tell about activities that were fun at home as on trips. 2. Let children write telling sentences concerning their vacation. 3. Discuss sports of summer as baseball, swimming, skin diving and mention related careers. 4. Dramatize something they did during the summer.	1. Picture post cards 2. Souvenirs 1. Books on sports 2. Pictures 3. Baseball equipment	1. Motel clerks 2. Hotel clerks 3. Bell hops 4. Restaurant workers 5. Museum workers 6. Elevator operators 1. Baseball players 2. Deep sea divers 3. Lifeguards 4. Park keepers 5. P.E. Instructor
	5. Listening to poems, riddles, stories, and relate these to different occupations. 6. Choral speaking or reading.	Workbooks Books suitable for choral reading	6. Boat Captain Any suggested occupation
II. Writing	1. Teach rules of capitalization by mentioning names of places visited. 2. Discuss people met during vacation and discuss what their titles were.	Workbook and work sheets	Teachers 1. Doctors 2. Ministers 3. Different careers

GRADE OR LEVEL 2 AREA OF WORK: Study of Neighborhood and Community

TOPIC OR UNIT OF STUDY	PROCEDURES	RESOURCES AND MATERIALS	RELATED CAREERS
	3. Learn to list jobs, workers, everything in alphabetical order.		Different workers
	4. In the children's sentences about vacations make sure they spell words correctly.	Paper and pencils.	People the children met during their vacations.
	5. The children must know how to spell the people's names in order to call them on the telephone.	Telephone books	Occupations of the town officials.
	6. Spelling words increase the vocabulary of the children.		The names of people they learn.
Social Studies			
I. Summer Is Fun	1. Name and list ways we travel. 2. Collect or draw pictures of people on the job. 3. Have visitor share interesting trip. 4. Tell about their vacation and what people helped them. 5. Color map showing places visited. 6. Act out roles of people who helped them on vacations. 7. Have children bring brochures. 8. Write notes of thanks to people visited. 9. Learn songs.	1. Travel brochures 2. Maps 3. Pictures 4. Resource person 5. Filmstrip 6. Related books	1. Recreation director 2. Lifeguard 3. Motel manager 4. Bus driver 5. Pilot 6. Ship Captain 7. Train engineer 8. Taxi driver 9. Zoo keeper

Concept: People earn livings in many ways.

Subject Area Reading

Behavioral Objective: Each child will bring a picture to represent the occupation of each parent.

Grade/Level 3

ACTIVITY	PROCEDURE	RESOURCES
1. Select and cut out pictures to represent occupations of parents. 2. Mount pictures on construction paper. 3. With Magic Marker, each pupil writes the name of the occupation at the top of his poster. 4. Put pictures on Bulletin Board.	1. After children study the story in Reader, they help to make a list of kinds of work connected with the story. 2. Discuss why people do the kind of work they do. 3. Children tell what kind of work their parents do. 4. After Bulletin Board is computed, call attention to the number of various occupations represented. 5. Make an experience chart of parents' work.	1. Magazines and newspapers 2. Scissors, paste, magic markers, and tacks 3. Bulletin Board 4. Filmstrips: Fathers Work Mothers Work Too

Remarks:

Concept: Attitudes, values, intersts and activities affect career choice Subject Area Language Arts

Behavioral Objective: After exploring a number of careers, each student will write a paragraph on "My Secret Ambition", construct a mirrow shaped booklet with a drawn pictures of himself in his chosen role. Grade/Level 4

ACTIVITY	PROCEDURE	RESOURCES
1. Discuss types of careers by job families in class. 2. Have students write a paragraph on their ambition and construct booklet shaped like a mirror. 3. Place a picture of themselves on the front of the booklet depicting themselves in the future.	1. Place booklets on bulletin board which has the following wording: "Mirrow, Mirrow on the wall What Will I Be When I Grow Tall?" 2. Have students tell why they chose a certain career. 3. Discuss education and training necessary for a career emphasizing need for Language Arts.	1. Books: A. Finding Your Job B. Occupational: Outlook Handbc C. Various Career Related Reader 2. Drawing paper, pencils, water pai crayons, construction paper.

Remarks:

Concept: Learning to write checks and cash them in a bank.

Subject Area Math-Money

Behavioral Objective: After extensive drill on all the denominations of silver and bills up to $20.00, the student will write a check and cash it in a toy money bank. They will be able to count their money to make sure it is correct.

Grade/Level 4

ACTIVITY	PROCEDURE	RESOURCES
1. Have students learn how to write checks and cash them. 2. Have students take turns being the banker and giving the correct amount of money for the checks others students' cash.	1. Have the students make facsimile checks and learn the proper form to use in filling them out. 2. Have student write a check for any amount up to $20.00 and cash it in the play bank. Let each student have a turn being the banker and giving the correct amount of money the check was written for. 3. Discuss careers related to banking.	1. paper, pencil, checks from local bank to use as model. 2. play money, table and chair

Remarks:

Concept: Everyone has the potential for success in a number of occupations. Subject Area Science

Behavioral Objective: Given the opportunity to observe a series of pictures of tools, the students will list____different jobs for____tools. Grade/Level 4

ACTIVITY	PROCEDURE	RESOURCES
1. Have students bring pictures of tools to class. Display on a chart or bulletin board.	1. Discuss in class the tools as they relate to jobs. Guide students to name the jobs.	1. Cutouts and pictures of tools
2. Secure several real tools and bring to class.	2. Have students to list several jobs that use a specific number of tools.	2. Actual tools.
	3. Have students select in order of choice, 3 jobs using tools they would like to do, and let them tell why they chose the jobs.	3. Bulletin board or poster board.

Remarks:

Concept: Geographical location influences vocational opportunities

Subject Area Social Studies

Behavioral Objective: After study Unit I of the textbook and using the globe and map, each student will be able

Grade/Level 4

ACTIVITY	PROCEDURE	RESOURCES
1. Have each student make a globe with balloon and paper, and put the continent and the equator on it. They use a rubber band for the equator. 2. Discuss some careers found above and below the equator and why certain jobs are not found in geographical locations. 3. Raw materials of geographical locations may be compared.	1. Have students to cover balloon with paper mache and paint them to resemble the globe. Cut out the seven continents, label them and paste them on. Use a rubber band for the equator. 2. Compare jobs of different geographical locations.	Social Study Textbooks Classroom Globe and Mays Water Paint Duplicated Continents Encyclopedias

Remarks:

Concept: Individuals differ in their skills, aptitudes, and interests.

Subject Area Health

Behavioral Objective: After class exploration of careers in nursing, a visit and talk by a nurse, have students name _____ needed to become a nurse.

Grade/Level _____

requirements

ACTIVITY	PROCEDURE	RESOURCES
1. Read and explore in health book about nursing careers.	1. Explore the "job family" of nursing.	1. Textbook
2. Read to, and have students read about careers in nursing.	2. Select several nursing jobs to explore in depth.	2. "Finding Your Job"
3. Filmstrips	3. During a visit by a nurse, have her tell of the duties of a nurse.	3. A Nurse
4. Visit by a nurse.	4. As a followup activity, ask if anyone would like to be a nurse and let them tell why.	4. Occupational Outlook Handboo
	5. View filmstrips before being visited by a nurse.	5. Dictionary of Occupational Titles
		6. Filmstrips: A. Jobs in Health Service B. Making It As a Hospital Worker C. We Have Workers for Hea

Remarks:

GRADE OR LEVEL Level 6 AREA OF WORK: Mathematics

TOPIC OR UNIT OF STUDY	PROCEDURES	RESOURCES AND MATERIALS	RELATED CAREERS
Addition and Subtraction of the Decimal	Give problems using situations in stories and banks Give problems about cars, using speedometers. Give problems pertaining to selling tickets to a ballgame Give problems relating to track meets	Filmstrips: "Investments-Making Money Work for You" "Money-Making Money" "Money-Borrowing Money" "Money-Paying Bills" "Banks and Banking" Bulletin boards	Banker Sales Clerk Accountant Ticket agent Statistician

GRADE OR LEVEL Grades 6, 7, 8 AREA OF WORK: English

TOPIC OR UNIT OF STUDY	PROCEDURES	RESOURCES AND MATERIALS	RELATED CAREERS
Orientation	Unit: What occupation would you like to follow? Why? (discussion) (written) Class behavior(discussion) Show relationship between class behavior and work behavior. Punctuality (discussion) Show how punctuality is important in jobs. Organization (in school) Show its relationship to on-the-job organization. Favorite school subject(a definite relationship exists between school subjects and careers. Note taking (point out careers related to note taking. Parliamentary procedures (group work) Budgeting time (discussion)	Tape recorder Resource person	Radio announcer TV announcer Counselor Teacher Lawyer Banker Secretary Stenographer Writer Politician

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Spelling	Sentences p. 259 - All words have to do with vocations. These sentences will be discussed and explained.	English on the Job
	Select a project to perform. Carry it out. (May be cooking, sewing, carpentering, etc.) Tell the class what you did and how.	
Biography and Autobiography	Illustrate a biography. Show on your poster the person's outstanding achievement.	
	Make a list of all occupations suggested in the short stories, pp. 3-36.	Exploring Life Through Literature
Writing - Spelling	Make an 8" x 10" poster illustrating each spelling word. (These words are all career-oriented.) Use the work in a sentence. Write the sentence; illustrate.	English on the Job - p. 260
Correlation Unit: Verbs - Biography - Writing	Report orally to the class on proper etiquette in the school cafeteria.	
	Write a composition on one of the following topics: A. An Honest Look at Me B. Plus and Minus in My Personality C. How the Average Student Can Improve Myself	SRA - Handbooks - - Discovering Yourself My Educational Plans Work - Kit Filmstrip - Who Are You? What Do You Like Today? What Good is School?
Newspaper	Do research and write a report on a newspaper occupation or a job relating to the printing of a newspaper.	American Occupation Series - Cassettes

SUBJECT English GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Driving Careers	Today many people drive to make a living. Besides the use of automobiles to travel to and from work, there are many jobs which require commercial drivers, such as truck drivers, taxi drivers, and bus drivers. Professional driving has become an important occupation. As it increases in importance, the standards rise. The demand for young people who have been trained as safe drivers is rapidly increasing. Employees generally know that the accident rate of students who have had driver education tends to be much lower than the accident rate of those who haven't. In any type of job that requires driving the student who has had driver education is one step ahead of the student who has not. The salary range of a truck driver was discussed. Locally it is $175 weekly.	Contacted local trucking firm

SUBJECT Driver Education GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
		Housing and Home Management The Home, Its Furnishing and Equipment
Grooming requirements for employment: a. Local firms (Factories) b. Beauty shops c. Cafes d. Doctors' offices e. Dentists' offices f. Stores	1. Make check of what is required as to dress and other personal grooming at different places. 2. Discuss points essential to being well-groomed any time. 3. Arrange a display of simply good grooming aids for individual needs. 4. Make a check of myself (student) and see where I measure up to in grooming standards. Plan for improvement or points which need correcting.	Books: Tomorrow's Homemaker Experiences in Homemaking Today's Home Living Teen Guide to Homemaking Junior Homemaking Guide to Modern Clothing Clothing Construction and Wardrobe Planning Clothes for Teens Experiences with Clothing Fashions and Fabrics Dress How You Look and Dress
Learn technique - necessary for being a well-groomed person	Observe demonstration on proper techniques involved in walking, sitting, and standing. Participate in role playing in which Sue shows Sally how posture can make her more attractive.	
Recognize the importance of good health and its effect upon grooming.	Have resource person demonstrate how to properly care for complexion and apply make-up. Do research on good health practices and how they affect one's general appearance and feelings. Report findings to class.	

SUBJECT Home Economics GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Sugar Refining	Write to a sugar refining company and ask for information or sugar refining.	
Computer	Many students in the U. S. make computers. The students make different kinds of computers, such as "cops and robbers" computers, "tick-tack'toe" computers. Find out about these automatic devices and then make one.	OEK Brief #281 Programmers OEK Briefs #322 & 323 Data-Processing Machine Operators & Servicemen
Radio Work		OEK Briefs #280, 346, 347 Radio & TV Announcers Radio & TV Service Technicians Occupational Series -#4580 4591
Telephone Work	Write a letter to your local telephone company. They will send you stories and pictures to help you understand the telephone better and may send a person to your school to bring demonstration materials. Telephone companies have fine movies about telephone service, too.	OEK Brief #155 Electronic Technicians
Navigator	Use of sextant and chronometer and radar. Start a file. You can read about many of the following things which aid navigation: 1. radar 2. networks called loran 3. GCA 4. Radar-type instruments on satellites. Start and keep a file of clippings from magazines and newspapers on the place of communications in your lives. If you begin now you will have a real "History of Communications, Late 20th Century of your Own."	

SUBJECT Science GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Scientist and Engineers	Read Job Family Series Booklets	Jobs in Engineering and Science
Teamwork of scientist and technologists has made possible the exploration of space.	Read Sec. on page 145, concerning college preparation	Science and Engineering Careers Kit
Research Investigation and Discovery. Research Scientist	Read research scientists at work	American Occupational Series Chemist #4525
Plant pathology	Study plant diseases. List some diseases, tell why they are important and how they are controlled. Some key words are rusts, smuts, fungi, molds, mycology.	
Mycologist	Bacteria and fungi sometimes assist other living things to digest cellulose. Read about termites, etc. Report to class.	OEK Briefs, #208, 195, 370 Petroleum Engineers Petroleum Exp. & Prod Workers Petroleum Refinery Workers
Petroleum Industry	Occupations	
Diamond Cutter	Read about how artificial or synthetic diamonds are made. Report the temperatures, pressures, and catalyst needed to make both small industrial diamonds and large gem diamonds.	OEK Brief #200 Jewelers
Science Writer	Report on a science fiction story and pick out the predictions that are made or inferred.	OEK Brief #370
Ornithologist	Examples: Birds, Eggs	

SUBJECT Science GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Points, Lines, Planes, Circles, Polygons, Angles	Visit and watch the construction of a building. Visit the art department or have an art student speak to the class illustrating geometrical designs. Posters on architecture, oceanography.	Visit to a building under construction. Posters Have a civil engineer speak to the group
Trignometry	Use a transit to determine distances between places and objects. Have reports by students on aerospace engineering.	Transit, Science and Engineering Careers Kit
Logical Reasoning (If-then relationships)	Have a period where students can make up if-then sentences relating to various professions.	Textbooks, Science and Engineering Careers Kit
Formulas and Equations	Have students take a list of formulas and have them fit the formula with an occupation. Example: $\frac{1}{Rt} = \frac{1}{R1} + \frac{1}{R2} + \frac{1}{R3}$ Occupations using this formula are electricians, TV repairmen, electrical engineers, etc.	Library; Encyclopedia of Careers
Word Problems Involving Formulas	Solve word problems relating to various professions or jobs. Reports, Posters.	Textbooks "Algebra in Occupations" Posters by Walch Publishers Bookkeepers Appliance Salemen Contractor Machinist Well Driller Welder Sheet Metal Worker Rancher - Farmer

SUBJECT Algebra I GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Fractions	Illustrate how fractions are used by: typists, secretaries, auto mechanics, welders, clerks, salesmen, sewing, machine operators, designers, contractors, brick masons, plumber, painters, electricians.	Bulletin boards Transparencies Machine Charts
Decimals	Show students how to measure the length and thickness of objects.	Micrometer
Number facts - Reading and Writing Numbers	Have students use a cash register and calculator.	Cash register, calculator paper money
Per Cents	Have students make projects using per cents involving insurance companies. Let them check with various businesses about the percentage of interest rates on such items as buying homes, cars, household equipments.	Pamphlets, booklets Call or visit loan companies, banks
Bar Graphs Fine Graphs	Have students make graphs relating to budgets, events in various businesses, insurance companies, weather, advertising.	Pamphlets, Books
Statistics	Work problems illustrating the use of statistics in businesses for compiling data on costs, sales, ways, production, profits. Discuss its use in biological and psychological studies. Television programs Medicine	Posters, Textbooks
Sets	Show the relationship between various professions by making Venn Diagrams. Have them file certain related objects, such as bills.	Transparencies and pamphlets, projects

SUBJECT Advanced Math & Geometry GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Fractions and Decimals	Have students make a list of at least ten occupations that a knowledge of fractions is necessary. Have each student report to the class his list and give an example of how fractions are used in a particular occupation.	Interviewing carpenters, electricians, etc. Library Books Encyclopedia of Careers
Addition and Subtraction	Give students word problems that are related to various kinds of careers.	Making of problems that relate to different occupations and use adding machine and cash register
Percent and Decimals	Give students word problems, tax schedules, and exemption tables that relate to the job of payroll clerks and bookkeepers.	Tax tables and charts
Scale Drawings and Maps	Have students make scale drawings of their house which relate to the occupation of draftsman and architects. Also have students make maps giving directions to their homes which relate to the occupation of mapmaker.	Transparencies, architect scales and road maps
Measurement of Time and Distance	Have students work up a time table or schedule for an airline, train or bus line which relate to dispatchers.	Make up word problems relating to time schedules and distances
Rounding Off Numbers	Discussion involving rounding off numbers by mechanics and engineers.	
Addition, Multiplication and Subtraction	Do problems illustrating its use in computing payrolls, in accounting, bookkeeping.	Textbooks, bring to class a payroll
Place Value and our Money System	Show how it's used in payrolls and banking.	

SUBJECT Math & Advanced Math GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
College careers in Speech and Theatre	Speaker from two colleges in theatre department.	Brought students to perform and exchange ideas with class
Sin		Catalogues from various colleges
Students were asked to choose a field of interest and to observe a person in this field.	Portrayed person in a scene on the stage; other students criticized them for their accurateness.	
Why study speech?	Observe persons in their occupations who use speech.	OEK Brief # 143 Interpreters and Translators
Communication	Use of bodily gestures only for communication/example: facial, hand and eye expressions. (Use of newspapers for finding facial expressions and hand gestures). The art of listening/observance of other person's talking; listen for tone, pitch, inflection, etc.	OEK Brief # 280 Television and Radio Announcers
Relaxing before an audience	Pantomine and charades after observance of others in a certain field/role playing to ask why a person reacts the way they do in a certain situation (how would others react).	Job Family Series # 14 Jobs in Performing Arts A.O.S. # 4538 A.O.S. # 4526
Interpretation	Listening to speakers on recordings and research on famous speakers to question their interpretations and to suggest other interpretations.	

SUBJECT Speech GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Study of Trials	The main activity that we have been covering is law and legal procedures. We have discussed in class the careers of lawyers, and court clerks, legal secretaries, etc. As a learning activity, we have had a trial in each of my World History classes. The third period class conducted a trial which could not have been better had it been the real thing. The students wrote about the crime and chose the characters by themselves. Two of the students went to the Mayor's office and got an affadavit to use in their defense. One of the students, whose father is a doctor, brought X-Rays to be used as evidence. Another student brought a golf club to be used as evidence. A student who played the part of a physician went to the library and did research on the area of the back of the neck and used the correct medical terms in the trial. The entire trial was a unique learning process for the entire group. Six members of the class were the jury. They brought in the verdict and sentencing was carried out as in a real trial.	
Part 2 - Egypt	Study drawings of pyramids - structure and equipment. Draw maps of ancient Egypt. Plan an imaginary trip to Egypt.	Order brochures on Egypt and discuss a trip.
Part 3 - Fertile Crescent	Discuss the work of Archaeology in relation to the Fertile Crescent.	OEK Brief # 212 Archaeologists
Part 4 - Greece	Bring in military aspects of Athens and Sparta. Discuss military career. Also study sculptors. Types of government may be mentioned. Study Greek architecture - columns and buildings.	Film showing ancient tribes and people. Information relating t military careers. Information lating to field of Architecture

SUBJECT World History GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
	Make a chart showing Roman contributions in law, literature, language, government.	
Part 6 - Judaism, Christianity, Islam	Study religions and discuss various beliefs and customs. Discuss Old and New Testament	Perhaps show film on various religious vocations.
Part 7 - The Middle Ages	Discuss career of being a merchant under Feudal System. Discuss farming.	OEK Brief #202 Agricultural Engineers Guest speaker from local busine also a farmer.
Part 8 - Renaissance and Reformation	Study fields of religion, music, art, science, and philosophy in relation to ancient and modern times.	Have music teacher come to class and discuss music - same for art, and science.
Part 9 - Great Britain	Discuss the prospects of English Law and relate it to America law. Compare and contrast English art, science, and literature. Make comparisons in the industrial and agricultural products and operation between the two countries.	Law books, American Lit, and science references
Part 10 - France	Encourage French paintings in relation to art. Encourage the study of history as a career -- include cultural and economic conditions of countries. Encouragement of government jobs could be made here	History book, Art book, OEK Brief # 377 Historians
Part 11 - Low Countries	Encourage geography and traveling (if someone were interested, this would be a good place to bring it in).	OEK Brief # 185 Geographers
Part 12 - Spain and Portugal	Architecture, art, literature, foreign correspondent job	OEK Brief # 291 Fine Arts

SUBJECT World History GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Part 13 - Italy	Because Italians are famous for their foods, encourage a career in foods - restaurant owner, chef, etc. Discuss electrical advances.	Book of Italian Receipes OEK Brief # 115 Cooks and Chefs American Occupational Series Cooks and Chefs Wonderful World of Work - (Filmstrip & Cassette)
Part 14 - Germany	Encourage the study of science, the career of a scientist; also field of education and music.	Science Manuals OEK Briefs # 384 & 133
Part 15 - Scandinavia	Encourage the field of social reform or social work - welfare jobs.	OEK Briefs # 183 39 5
Part 16 - Eastern Europe	Stress language and especially politics - various types of government - debates	Teachers 384 186 135 38
Part 17 - Russia	Stress science, politics, industry, geography of Russia Contrast these with same in U. S.	Chart showing differences
Part 18 - India and Southeast Asia	Encourage religion or philosophy - art, music, and literature	Text
Part 19 - The Far East	Merchandising, interior design	OEK Brief # 8 - Interior Desigr
Part 20 - Africa	Encourage careers in big industry; oil refineries, travel	OEK Briefs # 195-196 Petroleum exploration and production workers Petroleum Refinery workers
Part 21 - Latin America	Encourage careers in education and social work	

SUBJECT World History GRADE OR LEVEL High School

TOPIC OR UNIT STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Part 22 - Two World Wars Part 23 - A Divided World	Military Careers	

SUBJECT World History GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Plywood	Using plywood in projects Veneering a Project Studying how plywood and veneers - are used in commercial products	Textbook Plywood Veneer Tools for Construction
Desk and Table Construction	Fastening a Table Top Making a Drawer Leg Construction	Textbook Using Materials and Tools in the Shop
Gluing and Clamping	Commercial Glues Available for woodworking and their characteristics Using glue and clamps in construction projects	
Hinges	Using hinges in a project Discussing how hinges are used in various projects	Hinges Screws Wood Metal Various Hand tools and Machines
Machine Shop	Using the Lathe Using the Milling Machine Using the Drill Press Using the Grinder Discussing the use of a Shaper	Projects made with the use of Machines
Dimensioning a Drawing	Discussing rules for Dimensions Discussing new methods in Dimensioning Making complete drawings with dimensions Discussing importance of accurate and clear dimensioning of drawings in industry.	Textbook Drawing Equipment Objects to be Drawn

SUBJECT Industrial Arts GRADE LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Mechanical Drawing	Instruct the students in the use of the tools a draftsman uses to produce drawings of various industrial products.	
Wood Shop	Give students opportunity to use the tools, material, and processes used by carpenters and those involved in the construction of furniture. Study occupations involved in the production of lumber and other forest products.	
Metal Shop	Assign students information to be read on occupations involved in the production of various types of metals. Comment on training and other qualifications required, employment outlook, earnings, and working conditions. Students were given the chance to actually use the tools and materials to produce some metal products as it would be done in an industry.	

SUBJECT_____ GRADE LEVEL_____

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Physical Education and Health Careers	Different physical education and health occupations are discussed with the use of charts. During these discussions the requirements for special degrees are brought out. It was noted that all physical education related careers did not require college degrees. Some of these are photographer, manager of baseball team, sports writer, broadcaster, and others.	Charts about physical education careers Charts about careers in medicin
Disease	Trip to Mid-South Packers to observe U.S.D.A. meat inspection	
Home Nursing (Insurance)	Various agents from New Albany area spoke on health and accident insurance	Insurance Pamphlets
Home Nursing (Introduction)	Filmstrip on nursing used; posters on health careers, file. Discussions every Friday on a career in the health or physical education area.	Posters, filmstrips
I. Health: Design for Building A. First Impressions B. Your Appearance C. Behavior D. Emotions E. Intelligence	Survey of personal officials in local factories, stores offices, etc., to determine what they look for in hiring a person as far as appearance, dress, etc.	
II. Health: Personality in Trouble A. Emotions B. Mental C. Neurosis D. Phychosis	A possible visit to the Tupelo Rehab. Center to observe their work and talk with professionals.	Field trip

SUBJECT Health and Physical Education GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Secretaries and Receptionists	Prepare related articles on postures Reports written or oral Let a businessman or woman dictate Visit with a receptionist and/or Secretaries	Textbook Guest Speakears from Business Secretaries Magazine Visit to Offices Pamphlets from Companies such a Pin Co., Auto Co., Soap Co. Exploring the World of Work - Reel 11 - Clerical Interest Occupations OEK Brief - #278 Receptionists OEK Brief - #300 Legal Sec. OEK Brief - #19 Secretaries Job Family Series #6 The Wonder-ful World of Work - (Filmstrip & Cassette) The Receptionist
Record Keeping	Keep simulated records Make a scrapbook collection of various business record forms Reports (oral or written) on visits, interviews, and readings	Textbook Visit bookkeeping dept. of various businesses Materials to work with, display reports from various business OEK Brief - #61 Accountants OEK Brief - #387 Certified Public Accountants OEK Brief - #16 Bookkeeping Machine Operators

SUBJECT Shorthand & Bookkeeping GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Banking	Write Checks Keep Checkbook record Reconcile bank statement Fill out deposit slips Reports on phases of banking - Federal Reserve, Loans, Notes, Interest, Savings, etc. (Duplicate for class members) Visit local banks Posters Collection of various banking forms	Textbook Workbook & Materials from publishing co. Materials from bank Reports from library OEK Brief - #46 Bank Officers OEK Brief - #11 Bank Workers

SUBJECT Shorthand and Bookkeeping GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
Teach and develop behaviors and skills needed for the world of work A. Dependability B. Responsibility C. Cooperation D. Enjoyment of work & play E. Language skills F. Listening G. Become familiar with other cultures H. Learn basis for many of our English words I. Learn terminology of food and fashion which may be foreign	Invited two Spanish girls to talk to classes about their countries. Read about Spanish explorers Studied geography of Spanish speaking countries Students wrote to various places requesting career information Ordered food in a foreign language Display foreign currency Planned a trip to Mexico Read about foreign influences on United States such as cultural and political ideas	
A. Areas where foreign languages can be useful 1. Airline stewardesses 2. Bilingual Stenographer 3. Buyer 4. Civil Service Worker 5. Commercial attache 6. Consul 7. Customs inspector 8. Diplomat 9. Exporter	1. Display information materials on careers related to study of the foreign language. 2. Students investigate and report on a particular career in the foreign language field 3. Keep reports on file 4. Identify foreign words which we encounter in food and fashion 5. Contact government agencies which might offer careers which requires foreign language. 6. Look for articles in newspaper which are written by foreign correspondent. 7. List some companies if possible with foreign holdings	OEK Briefs - #120 Airline Stewardesses #284 Buyers #164 Civil Service Workers #321 Custom Workers #163 Export & Import Workers #390 Inspectors & Examiners #143 Interpreters & Translators #280 Radio & TV Announcers #300 Secretaries #319 Stenographers #374 Teacher

SUBJECT Foreign Language GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
10. Foreign Correspondent 11. Foreign Exchange Clerk 12. Foreign Government Advisor 13. Foreign Service Worker 14. Government Service Worker 15. Immigration Inspector 16. Intelligence Officer 17. International Publisher 18. Interpreter 19. Journalist 20. Lawyer 21. Missionary 22. Radio and TV 23. Researcher 24. Secretary 25. Peace Corps 26. Translator 27. Teacher 28. Travel Bureau Supervisor 29. United Nations Worker 30. Armed Services 31. Business and Industrial Firms with Foreign Connections 32. Department of Defense 33. Department of State 34. American Red Cross	8. Interviews in a foreign language 9. Order food in a foreign language 10. Investigate currency exchange	#339 Teacher #335 Teacher #100 Travel Agency Workers #161 Armed Forces

SUBJECT Foreign Language GRADE OR LEVEL High School

TOPIC OR UNIT OF STUDY	CAREER RELATED INSTRUCTIONAL PROCEDURES	RESOURCES AND MATERIALS
(Layouts of cities and villages) 5. Colonial Architecture a. Basic Architecture Styles b. Changes in American Homes from Colonial to Modern Times	The importance of planning a city or town was discussed. The career of city planners was briefly emphasized.	5 a. CCC - Slides on Ancient, American, and Modern Architecture b. Filmstrip (Library) Old and New Homes In The United States
6. How a House is Built	Tour the Vocational School Mr. Carter explained how a house is designed and planned, drawn or drafted. Then the classes left the drafting classroom to tour the Building Trades class in which a minature house was under construction, and other students were learning brick masonry. The class then toured the Industiral Electricity class and saw how home wiring is done.	Bulletin Board House plans seen during the to were displayed in class. House styles were named, roof styles were pictured. Career posters (CCC) were displayed - Brick Mason Architect Painter Carpenter Plumber Electrician Draftsman
7. Who is Responsible for Our Buildings Today?	a. Illustrate the pride and responsibility in one's work as a craftsman in the building trades. Convey their satisfaction in good pay, fellowship, pride in work well done. The following tradesmen were illustrated: b. Play a taped interview with an architect (for classes) which did not have a speaker). c. Guest Speaker - Mr. B. A. England, architect, Corinth, Mississippi.	a. Film: Modern Talking Pictures Service, Inc. Building A Better Life b. (CCC) - Tape - 5" Reel An Interview With An Archit

SUBJECT American History GRADE OR LEVEL High School

FIELD TRIP INFORMATION FORM

APPENDIX D

Trip No. _____

Locale:

For arrangements contact:

Hours and days:

Minimum and maximum ages or groups:

Lunch facilities: Restroom facilities:

Special clothing required:

Potential dangers involved:

Admission charge:

Guide available:

Advance career information available from company:

Notes:

SURVEY INSTRUMENTS

APPENDIX E

CAREER - CENTERED CURRICULUM

SURVEY OF JOB OPPORTUNITIES IN LOCAL BUSINESSES

Name of Business _____

Address _____

Phone No. _____

Manager _____

Type of Business _____

On the form below, list (1) kinds of jobs within your business, (2) number of each employees in each job, (3) average education necessary for each job, and (4) average salary for each job (to be held confidential).

JOBS	NO. OF EMPLOYEES IN EACH JOB	AV. EDUCATION NECESSARY	AV. SALARY

CAREER-CENTERED CURRICULUM

JOB PLACEMENT SURVEY

Name of Firm_____

Address_____

Phone No._____

Personnel Manager_____

We are interested in hiring high school students on a part-time basis:

We are interested in hiring recent high school graduates on a part-time or full-time (underline one) basis:

We are interested in hiring high school students for summer jobs:

We are interested in hiring part-time workers during the Christmas season:

Type of Job_____

Personal Requirements:

Male_____ Female_____

Age_____

Abilities Necessary_____

_____

Other Characteristics_____

_____

Experience_____

CAREER-CENTERED CURRICULUM

SURVEY OF JOB OPPORTUNITIES IN LOCAL INDUSTRIES

Firm Name_____

Address_____

Phone No._____

Personnel Director_____

Manager_____

Major Products Produced_____

_____

On the form below, list (1) the departments within your firm, (2) the kinds of jobs within each department, (3) the approximate number of employees in each job, (4) the average education necessary for each job, and (5) the average salary for each job (to be held confidential).

DEPARTMENT	JOBS IN EACH DEPARTMENT	NUMBER EMPLOYEES IN EA. JOB	AV. EDUCATION NECESSARY	AV. SALARY

CAREER-CENTERED CURRICULUM

SURVEY OF COMMUNITY RESOURCES

Name of Firm

Do you have someone who could come to the school to discuss job opportunities that are with your firm?

Yes_____ No_____

If yes, Name of Person_____

Phone No._____

Would you permit field trips to your firm?

Yes_____ No_____

If yes, please answer following:

Name of person to contact to make arrangements

_____

How far in advance should arrangements be made?

_____

How many students could you accomodate at one time?

_____

Is there dangerous machinery which would cause a need for special directions or parental approvement prior to visit?

Yes_____ No_____

EVALUATION QUESTIONNAIRE

APPENDIX F

CAREER-CENTERED CURRICULUM
EVALUATION NOVEMBER 1971

1. Have you found it difficult to relate your subject matter to career information?

_____Yes _____No

Why, or why not?

2. Has the work done during the in-service training workshop been of value to you in your work thus far this year?

_____Yes _____No

Why, or why not?

3. Do you think the next workshop should be handled in the same way?

_____Yes _____No

If no, suggest changes that you feel should be made.

4. Do you feel that career activities have stimulated interest among the students in your classes?

_____Yes _____No

Why, or why not?

5. Do you think they have added to your work load?

_____Yes _____No

6. Do you feel that regular planned meetings with your Career Coordinator are more beneficial than a more casual meeting arrangement?

_____Yes _____No

Why, or why not?

7. Do you think the Coordinator should spend more time in your school?

_____Yes _____No

Why, or why not?

8. Are you sure of the role of the Career Coordinator in your school?

_____Yes _____No

Why, or why not?

9. Have you used your Career-Centered Curriculum Handbook to become familiar with the concepts and objectives of this program, and used this information in planning your work this year?

_____Yes _____No

10. Do you think that this approach to teaching career information will over a period of time prove more effective than an occupational orientation class?

_____Yes _____No

Why, or why not?

11. How would <u>you</u> rate yourself in <u>your</u> effort put forth in this program thus far?

_____Very Much _____Very Little

_____Some _____None

12. How would <u>you</u> rate <u>your</u> Coordinator in effort put forth in this program thus far?

_____Very Much _____Very Little

_____Some _____None

Other Comments:

CAREER-CENTERED CURRICULUM
EVALUATION MAY 1972

AS A CLASSROOM TEACHER INVOLVED IN A CAREER-CENTERED CURRICULUM, PLEASE ANSWER THE FOLLOWING QUESTIONS AS OBJECTIVELY AS POSSIBLE IN ORDER FOR US TO BETTER EVALUATE THE EFFECTIVENESS OF OUR PROGRAM.

1. Student involvement in career activities has stimulated interest in my classes.

_____Yes _____No Comments:

2. Students have a deeper sociological and psychological readiness for entering the world of work because of activities carried out in connection with this program.

_____Yes _____No Comments:

3. Students have a greater appreciation for all socially useful careers because of their exposure to career education.

_____Yes _____No Comments:

4. Students have been engaged in activities which will help them be able to more accurately appraise and accept their own interests and aptitudes.

_____Yes _____No Comments:

5. Students have been exposed to a number of career opportunities which in time will help them to determine areas of interest.

_____Yes _____No Comments:

6. Students have been provided with opportunities to make decisions, therefore, learning that choice affects outcome.

_____Yes _____No Comments:

7. Has career education stimulated you to use different methods of instruction?

_____Yes _____No Comments:

8. Do you think the students are aware of any change in teaching methods because of the implementation of a Career-Centered Curriculum?

_____Yes _____No Comments:

9. Have you been able to incorporate career education activities easily into your subject area?

_____Yes _____No Comments:

10. In what ways, if any, has the career education approach helped you in teaching the basic skills?

11. In what ways, if any, has the career education approach hindered you in teaching the basic skills?

12. What techniques have you found most effective? (Field trips, simulations, resource persons, well planned relevent lessons, career oriented units, etc.)

13. What types of career materials have you found most beneficial?

14. How could the career coordinator be of better assistance to you?

15. As a professional educator, do you think career education is a sound educational philosophy?

16. What suggestions could you recommend to make the Career-Centered Curriculum more effective in the coming year?

CAREER CENTERED EDUCATION

NAME_____ GRADE OR SUBJECT_____

SCHOOL_____

FIRST
EVALUATION OF PROGRAM

1. What do you think of program?_____

_____

_____

2. In your opinion what steps are needed to make the program more effective?

_____

_____

3. In your opinion what is wrong with the program?_____

_____

_____

4. What is needed? (Materials)_____

_____

_____

5. Suggestions_____

_____

_____

_____

CAREER-CENTERED EDUCATION
Evaluation of Program

1. Do you think the program should be continued? _____Yes _____No

2. Do you think it should be discontinued? _____Yes _____No

3. Do you feel that the program is an important asset to education? _____Yes _____No

4. Do you feel that you would have to neglect teaching the "basic skills" in order to teach or relate school subjects to careers: _____Yes _____No

5. Do you agree that opportunities exist in all school subjects for correlating the childs developing skills and understandings with the world of work? _____Yes _____No

6. Do you agree that the program helps to broaden students' appreciation of their abilities for different occupations and lays the foundation for realistic planning later? _____Yes _____No

7. Do you feel that the use of occupational information in the classroom helps to motivate interest in the subject, and enliven the subject by making it current and meaningful to the pupil? _____Yes _____No

Write detailed paragraphs, explaining procedures, methods, techniques and activities that you have used in relating subjects to careers.

A. Mathematics

B. Language Arts

C. Science-Health

D. Social Studies

CAREER-CENTERED EDUCATION
Evaluation of Program
(SECOND)

	Agree	Strongly Agree	Dis-agree	Strongly Disagree
1. Interferes with the teaching of basic subjects.				
2. Needs a special teacher.				
3. Can't find the time to teach career education.				
4. The program helps to increase student participation.				
5. Makes it easier to get all students involved.				
6. Correlating careers with academic subjects is time consuming.				
7. Does not add anything to learning in any way.				
8. Contributes greatly to learning in all subjects.				
9. Enables students to learn about and understand the world of work.				
10. Enables students to learn about and understand the school environment.				
11. Does not awaken or arise students' interest of environment, work, etc.				
12. Helps to create cooperation among teachers and students.				
13. Provides an outlet for students' personal expression or opinion.				
14. Encourages assuming responsibilities (student).				
15. Provides for more individual research or exploration for students concerning more subjects and in areas of their own interest.				
16. A great asset to all students.				
17. A great asset for only slow learners.				
18. A great asset to only the advanced student.				
19. Best suited for slow learners.				

MATERIALS

APPENDIX G

INSTRUCTIONAL MATERIALS

Books

American Personnel and Guidance Association

- The Teacher's Role in Career Development
- Parents Role in Career Development
- Career Decisions
- Career Guidance Practices

Follet Education Corporation

- Turner Livingston Reading Series

Globe Book Company

- Vocational English
- English on the Job

McGraw Hill Book Company

- Insight Themes in Literature
- Your Job and Your Future
- Practical Mathematics
- Operational Systems Games
- General Trade Mathematics

Dodd, Mead, and Company

- What Does a Parachutist Do?
- What Does a Scientist Do?
- What Does a Diver Do?

U. S. Government Printing Office

- Occupational Outlook Handbook
- Occupational Outlook Report Series
- Dictionary of Occupational Titles

Educators Progress Service, Inc.

- Educators Guide to Free Guidance

Science Research Associates

- Guidance Activities Books
- Handbook of Job Facts
- Occupational Information in the Elementary School
- Discovering Yourself

Job Family Series
My Educational Plans
Planning My Future
Guidance Activities for Secondary School Teachers

G. P. Putnam's Sons

Let's Go Series

Finney Company

Finding Your Job Workbook
Help Yourself to a Job
Lots of Things, Book I and II
Your Money--Going or Growing

Houghton Mifflin

Man in a World of Work

Charles E. Merrill

Vocational Guidance and Careers

The MacMillan Company

Vocational Guidance and Career Development

McGraw Hill

Occupational Information
Occupations and Careers

Children's Press

Open Door Books
At the Books
I Want to Be
About Books
The You Books

J. G. Ferguson

Encyclopedia of Careers

Filmstrips

Guidance Associates

Jobs and Gender
On the Job: Four Trainees
Trouble at Work
Job that Goes Someplace
Liking Your Job
Why Work at All

Educational Activities, Inc.

Your Neighborhood-The World-Set
Mirrors Set
Fathers Work-Set
Mothers Work Too-Set

Eye Gate

My Mother Has a Job Series
Occupational Education Series
Fundamentals of Economics
America at Work
Money, Checks and Banking
Looking Ahead
Me, Myself and I
Our Neighborhood Workers Series
Some Neighborhood Helpers
Where Our Daddies Work
Wonderful World of Work
Manners Make a Difference Series
Value Series
It's Your Future Series
Familiar Junior Action
Workers for the Public Welfare

SUE

Popular Problems of Young Teens
Popular Problems of Older Teens
Newspaper in America
Industry in 20th Century America
Working in U. S. Community
Police Department Helpers
Fire Department Helpers
Postal Helpers
Dairy Helpers
Supermarket Helpers
Hospital Helpers
Developing Basic Values
Learning to Live with Others

Mississippi Filmstrips

Progress in Mississippi

Centron Educational Films

Space Science for Elementary Grades
Environmental Studies

Y.L.P. Materials Corporation

Our community Solves a Problem
What Do Fathers Do?
Men Who Come to Our House
Understanding Insurance, Money and Banking

Cornet Instructional Materials

Job in Health Services

Imperial Filmstrip Company

How Do You Feel?
What Do You Think?
Open-Ended Stories
A City Is Many Things

Cornet Films

Transportation Today
Neighborhoods
Our Community Utilities

Transparencies

Amco Industries Incorporated

Finding and Holding a Job

Monographs

The Institute for Research

Careers Research Monographs

Recordings and Tapes

Educational Activities, Inc.

Career Guidance Series

Educational Sensory Programming, Inc.

American Occupational Series
Classroom World Productions
Careers Unlimited

Mafex Associates

Footnotes to Community Helpers
The World of Work
American Occupations

Posters

J. Weston Walsh, Publishers

Opportunities in Mathematics
Outstanding Negro Businessmen
Opportunities in Retailing
Great American Businessmen
Careers in Art
Careers for Good Speakers
Careers for Good Writers
Careers in Music
Fashion Careers
Careers in Home Economics
The World of Work
Getting a Job
Secretarial Careers
Problems of Growing Up
How to Get Along with Others
Health Careers
Careers in Athletics
Trigonometry Occupations
Math in Science and Technology
Geometry in Occupations
Algebra in Occupations
Arithmetic in Occupations
Math in Architecture
Computers in Occupations
Algebra in Occupations
Arithmetic in Occupations

Puzzles

Mississippi School Supply

Playskool Puzzles
Community Workers Puzzles

KITS

Dick Blick

- Learning to Develop Language Skills
- Village
- Bendable White Family
- Bendable Black Family
- Community Helpers
- Family
- The Manipulative People
- Black Family
- Transporation People
- Community Workers
- Cash Register
- Gas Pump
- Postal Station
- Village Landscape Peg Set
- Visiting the Farm

McGraw Hill Book Company

- Homan Relations Kit

Careers, Incorporated

- Career Desk-Top Kit
- Health Kit
- Business Kit
- Science Kit
- Industrial Kit
- Semi-Skilled Kit
- Professional Kit

Science Research Associates

- Job Experience Kit
- Occupational Exploration Kit
- Widening Occupational Roles Kit
- Focus on Self-Development

Hershell Smith Company

- Communities and Community Workers
- Cooperation, Sharing and Living Together
- Health and Safety
- School and Family Relations
- Housing, Money and Personal Problems

Finney Company

Finding Your Job Kit
Occupational Guidance

Behavioral Research Laboratories

The World Around Us

Martin School Equipment Company

When I Grow Up, I Want to Be